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ABSTRACT

A career exploration program provided a group of twenty-five academically and/or socioeconomically handicapped New Haven, Connecticut, high school students with career guidance, classroom instruction, and exploratory work experience in area businesses and agencies. In their junior year participants were placed in an eight-week careers course covering career clusters, skills and abilities required by various occupations, legal rights related to racial and sexual job discrimination, and decision making skills. They were then placed in two learning sites in addition to their regular academic courses and spent eight weeks in six to eight occupations. Students then worked with guidance counselors and career education staff to assess their experiences and plan relevant academic programs. During their senior year students focused on two occupations and began to apply to postsecondary training programs. The first year of the program was very successful --twenty students successfully completed the program and five businesses more than the fifteen targeted contributed time and staff to the program. Recommendations included devoting more attention to the relationship between students and job-site volunteers and developing a more sophisticated objective concerning sex stereotyping related to male students. Appendixes (half the document) present sample curriculum guides, post-placement interview forms, and student evaluation forms. (MN)

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CAREER EXPLORATION PROGRAM

FINAL REPORT

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CE 026 801

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Preface

The CAREER EXPLORATION PROGRAM is one of the most innovative aspects of the High School in the Community. It provides for career guidance, classroom instruction, and exploratory work experiance in businesses and agencies throughout the New Haven area. The combination of these three components enables the CAREER EXPLORATION PROGRAM to enhance the overall HSC philosophy and objective of providing students with skills and experiences that will help them to succeed upon graduation.

Academically and socio-economically handicapped students who are not able to pursue college and are not interested in the traditional vocational areas are not usually given direction or specific guidance in selecting a future occupation. For many students now enrolled in urban high schools improved career education courses and career guidance will be of little assistance. The scope of the problem related to the "street", family, poverty, and personal history make any program limited to the school minimally effective. However, for those students who still maintain some attachment to school, and for others caught between college and the manual trades, improved career education can be extremely effective. This latter group of students is the target population of this project.

Specifically, the CAREER EXPLORATION PROGRAM is designed to assist these students in identifying and deciding on career alternatives. Primary emphasis is towards juniors and seniors. However, these guidelines are not restrictive. Students at all levels, and with all kinds of career aspirations participate in the program.

Acknowledgments

With the completion of our first year of development of the CAREER EXPLORATION PROGRAM we find ourselves both pleased with its successes and challenged by the scope of the program's objectives. The task of expanding the capabilities of an urban school district to broaden occupational aspirations and opportunities for academically and/or socio-economically handicapped high school students focuses directly on one of the major problems faced by urban school districts and society today. The problem of urban youth and young adult unemployment and under-employment has been accentuated by the worsening condition of the national economy over the past few years and during the last year in particular. With this in mind the CAREER EXPLORATION PROGRAM has pursued its various objectives in developing a model vocational educational program.

We would be remiss if we did not acknowledge the assistance given to the program by many dedicated and knowledgeable colleagues and members of the community. First, we want to express our appreciation to the members to the program's Advisory Council; John Houston, Chairperson, formerly of the New Haven Chamber of Commerce; Dr. Saul Dulberg, State Department of Education; Donald Grava, Supervisor of Business and Career Education, New Haven Public Schools; Julie Marshall, parent and representative from Planned Parenthood League of Connecticut; Zannette Moore, Minority Staff Recruiter, Yale-New Haven Hospital; and, Deborah Speese, School Services Unit, Area Cooperative Educational Services, for their constant support during the year. We would also like to thank Eugene Vitelli, Director of Secondary Schools, for his efforts in facilitating communication within the school district with key personnel in other vocational and career education programs; and Dr. Frederick Haddad, Bureau of Vocational Program Planning and Development, who provided counsel and support throughout the year. (see, Appendix A)

Additionally, our special gratitude is extended to David Dole, Project Director of the Portland, Connecticut experienced based career education program at Portland High School. Mr. Dole provided technical assistance in developing many of our project materials and instruments.

Finally, we must express our appreciation to the many businesses and their staffs that gave us their time and energy in designing the program and working with our students. Their involvement made this project possible. It is our hope and belief they found their work with students enriching. We trust that this modest beginning will re-awaken and expand the interest of the community to become directly involved in the education of its youth.

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Abstract

Title of Project: CAREER EXPLORATION PROGRAM

Project Director: Samual Nash, Director of Special Projects and Planning

Applicant Organization: High School in the Community
New Haven Public Schools

Total Project Funds Requested: $18,400

Beginning Date: July 1, 1979 Ending Date: June 30, 1980

Objectives:

In accordance with priority code numbers 79-E-1 and 79-E-5 the primary objective of this project is to extend and develop the capabilities of an urban school district to broaden occupational aspirations and opportunities for academically and/or socio-economically handicapped high school students through a career/vocational exploration program. This program includes an in-school curriculum and guidance component that is highly intergrated with community based learning placements, aiming toward post-secondary vocational education and employment in skilled occupations.

Program Development Centered Objectives:
Year One - The program will

1. Establish ten exploratory learning sites with New Haven employers by December, 1979;
2. Prepare on-the-site curriculum guides to be used by students and employers for each exploration site, including cognitive, affective, and psychomotor objectives, by December, 1979;
3. Prepare a catalogue of the exploratory learning sites by June, 1980;
4. Have at least twenty students enrolled by September, 1979.

Year Two - The program will

1. Establish five additional exploration sites;
2. Prepare on-the-site curriculum guides for the additional sites;
3. Refine program materials developed during the first year;
4. Have at least fifteen students enrolled in their second year of the program;
5. Have at least twenty students in their first year of the program;

6. Prepare an expanded catalogue of the exploratory learning sites.

Student Centered Objectives
Cognitive

1. 75% of the participants will be able to identify two skilled occupations in each of the fifteen career clusters;

2. 75% of the participants will be able to identify their rights vis a vis discriminatory practices in hiring and promotion;

3. 75% of the participants will correctly identify those factors which have a positive impact in employee-employer relationships;

4. 75% of the participants will be able to name skills required for entry into six occupations available in the New Haven area;

5. 75% of the participants will be able to describe the working conditions of six occupations in the New Haven area;

6. 75% of the participants will be able to relate orally how employment trends may affect the availability of work in the occupations observed;

Affective

7. 75% of the participants will use the results of a battery of aptitude tests to construct an individual profile that correctly shows strenghts and weaknesses;

8. 75% of the participants will demonstrate an increased interest in skilled occupations;

9. 75% of the participants will demonstrate an increased interest in occupations traditionally pursued by the opposite sex;

10. A majority of the participants will be given positive ratings in work-related evaluation done by the employer, or will improve in their ratings after a second placement;

11. 75% of the participants will express greater self-confidence when questioned about their future success;

12. 75% of the participants will select their academic courses for the following year on their career interests and areas of academic weakness;

13. 75% of the participants will indicate a greater interest in making plans for post-secondary training or other future alternative to achieve occupational goals.

Psychomotor

Appropriate psychomotor objectives will be developed for each of the exploration sites established and will be included, with activities, in the curriculum guide for each site.

Project Design:

This project is designed to amplify the career education program at High School in the Community by providing the staff and resources needed to develop a systematic experience based career exploration program.

This project will establish and maintain career learning sites with New Haven area employers covering many of the fifteen career clusters designated by the U.S. Office of Education with an emphasis on those with favorable employability outlooks. Students are identified at the end of their sophomore year to participate in a two year career program. It begins with an 8 week, 120 hour Careers course where students are introduced to the career clusters, identify skills and abilities required by various occupations and related training programs, learn legal rights related to racial and sexual job discrimination, learn decision-making skills, and begin to identify areas of interest. These students are then placed in two learning sites, in addition to their regular academic courses. They spend a total of eight weeks and are exposed to between 6 and 8 occupations in their areas of interest. Career exploration curricula are prepared for each of these sites. After the placements are completed the students work with the school guidance counselor and career education staff to assess the experiences and to plan academic courses to strenghten areas of weakness.

During their senior year these students go through a similar process focusing on 2 occupations. They also begin to identify and apply to postsecondary training programs.

The present HSC staff is responsible for the in-school components of the program. The project funds provide for materials and one full time position as a site developer to establish site placements, and assist the HSC staff and cooperating employers in evaluating the program.

Contribution to Education:

HSC wil maintain the learning sites and curricula developed in the on-going operation of the CAREER EXPLORATION PROGRAM beyond the grant period. The project will serve as a model program for New Haven and otherurban school districts throughout the state.

Introduction

High School in the Community

Using the principle that the same education isn't the best education for everyone, New Haven began in 1970 to experiment with developing a pluralistic public school system - a process whereby parents and students are invited and helped to choose from different educational approaches. A system based on choice, where particular programs change from time to time, expanding or contracting with student, parent, and teacher needs. High School in the Community is a flourishing school which was developed with ESEA Title III, Section 306 funds from USOE over a period of four years. Validation an an exemplary innovative program was awarded by the NIE/USOE Joint Dissemination Review Panel in May of 1975. High School in the Community (HSC) has participated in the National Diffusion Network as a Developer/Demonstration project since July 1, 1975.

High School in the Community is a small (230 students) comprehensive alternative high school which awards a full year of credit for each full year of study. HSC is not an honors, remedial, nor vocational program. All New Haven students are eligible to attend. Students simply apply directly to the school, with their parent's permission, and then they are chosen by lottery. Thus, HSC serves a cross-section of students from throughout the city differing in backgrounds, abilities, and needs.

All students, with the help of staff advisors, plan their own programs at the beginning of each quarter. They are tested in reading and mathematics each year so that their programs are devised to develop and enhance skill proficiency. Courses tailored to suit varying interests, goals and abilities are offered. Credit is offered by the quarter so that a student is continually aware of their accumulation and progress. HSC does not give students letter grades, rather they receive full-page descriptive evaluations from each teacher that indicates work accomplished, potential and suggestions for improvement.

All HSC staff members participate in guidance activities under the coordination of the guidance counselor. Teachers serve as advisors to students at a ratio of approximately fifteen to one. This assures close and individualized attention to students' specific needs.

A unique aspect in the original design of the HSC curriculum is the Community Orientation Program which provides students with learning opportunities in the community. By utilizing community institutions and individuals as teachers, students can expand their awareness of the opportunities available to them. In addition, community people are directly involved in the education of high school students. All students have the opportunity to participate in this program, and this is in keeping with our belief that schools need to take into account learning which does not take place in the classroom. There is a wealth of learning resources available in New Haven. It is on this foundation that the CAREER EXPLORATION PROGRAM is built.

Statement of the Problem

Urban school districts in Connecticut, as well as the rest of the country, are beset by serious problems of student absenteeism, high dropout rates and low student motivation. These problems are not new for the city schools, but more public attention has been focused upon them in recent years. A much higher percentage of American youth is enrolled in public high schools (80% in 1960 and 95% in 1975). The high concentration of the population in the cities, especially of the lowest income groups, exposes the urban public school systems to all the relatedsocial problems.

Historically, the student "not cut out for school" in the academic sense either dropped out as soon as possible to enter the labor force or were tracked to manual-vocational training at the high school level. Today, entry into the labor force at an early age, say 16, with little skill or academic achievement is nearly impossible. Manual-vocational training has limited success because the areas of the economy requiring those skills are not expanding fast enough.

In summary, urban, public schools are faced with the following problems:

1. High dropout rate - 44% of the class of 1978 in New Haven did not graduate.
2. High youth unemployment rate - the rate for black youth, ages 16 to 19, ranges from 33% to 50% depending on the source of the information.
3. High rate of absenteeism - one out of five (20%) New Haven high school students are absent each day.
4. Curricula not geared to the skilled career and vocational needs of non-college bound students.

Large comprehensive high schools are at best preparing students for college. Success in academic subjects - math, science, english, social studies - can lead to acceptance and future success in college. Academically and socio-economically handicapped students who are not able to pursue college and are not interested in the traditional vocational areas are not usually given direction or specific guidance in selecting a future occupation.

For many students now enrolled in urban high schools improved career education courses and career guidance will be of little assistance. The scope of the problem related to the "street", family, poverty, and personal history make any program limited to the school minimally effective. However, for those students who still maintain some attachment to school, and for others caught between college and the manual trades, improved career education can be extremely effective.

It is important that any program designed to improve career education and student motivation have a strong link with the real world of work. Students must come in contact with real employers and real workers involved in various occupations. At the same time, students must be closely supervised and out-of-school placements carefully monitored.

Many of the demands of the current labor market require, most of all, that new workers be good learners. This is an area that urban school systems can address if students are successfully motivated through improved career education and career guidance offered in collaboration with representative community employers. If more urban students could relate high school achievement to future employment, then more of them would continue school through graduation, thus gaining the academic and work skills necessary for further technical training and employment.

The CAREER EXPLORATION PROGRAM is designed to develop the career education program and Community Orientation Program at High School in the Community. While HSC has offered its students since 1971 placements in cooperating community service and business establishments as part of its school-without-walls philosophy, it has never had the staff of resources to develop these placements into a structured and systematic career exploration program.

Review of Related Research Findings

The CAREER EXPLORATION PROGRAM is an adaptation of the concept of Experience Based Career Education (EBCE) initiated by the U.S. Office of Education in 1971. After a series of feasability studies, four regional educational laboratories were selected by the National Institute of Education to develop the EBCE concept into operational programs for high school students. The four EBCE programs developed are:

1. The Appalachia Educational Laboratory EBCE Project, Charleston, West Virginia.

2. Far Wext Laboratory EBCE Project, Oakland, California.

3. Northwest Regional Laboratory EBCE Project, Tigard, Oregon.

4. Research for Better Schools (RBS) EBCE project, Philadelphia, Pennsylvania.

Each of the programs has been extensively evaluated and results of these evaluations clearly indicate that each program can be effective, and that the EBCE concept results in improved preparation of students for the world of work.

The EBCE programs are attempts to respond to the widely perceived need for bridging the gap between school and the world of work. This need is seen both nationally and locally.

> "We need to break down the barriers that divide our education system...Let the academic preparation be balanced with the vocational...giving every student the opportunity to develop to the fullest capacity...in a variety of ways outside the class. (We must) make the whole learning process more responsible to the realities of our society... For schools and knowledge are not synonymous, and one must learn much of what one needs to know about living outside the classroom."
>
> Sidney P. Marland, Former U.S. Commissioner of Education, Career Education: A Proposal for Reform, 1974

Mark R. Shedd, Secretary and Commissioner of the Connecticut State Board of Education used the following figures to illustrate this need in a recent address to the Connecticut Career Education Task Force:

-79% of college and university students cannot decide "what to do" with their lives, and about 71% of them do not know where to go or how to get help in making that decision.

-44% of Americans 17 years oldd want a professional career, even though only 20 to 25% of existing jobs are professional or managerial.

-Youth unemployment is nearly 20% nationwide, and among minority or iner-city youth it rises to 40% or more. Many of these students are unemployed because they do not know how to acquire job skills.

-At least 15 to 20% of our youth drop out of school without any marketable skills or plans to obtain them.

Established vocational educational programs, including both the regional vocational-technical schools and the vocational programs in local school districts reach only about 35% of Connecticut's high school students. Minority enrollment in the Voc-Tech schools is increasing due to strong affirmative action programs. However, it is a widely held opinion that these schools, through entrance exams and screening interviews, manage to take "only the cream of the crop." Participation in vocational programs in local high schools are offered to all enrolled students, but students may be excluded from popular programs due to over-enrollment. Those participating in a vocational program are not exposed to a broad range of occupations, and neither they nor the other high school students yet receive systematic career education or guidance to guide them in their choices.

The EBCE program in Portland High School in Portland, Connecticut is an adoption of the Appalachia Educational Laboratory model. It currently serves approximately 80 students. The program in its fourth year of operation, has some 100 community contact sites, with 200 individual experiences available. The students spend four days each week in the community, and the fifth day at the program center with a learning coordinator. A student may choose to work at as many as fifteen sites in a single school year.

The student body in the Portland program is predominately middle class, and the program requires that the student be independent and highly motivated. The Project Director, Dave Dole felt that all the EBCE models worked best with such students with the exception of the RBS program in Philadelphia.

The Research for Better Schools EBCE model is designed to operate in and benefit from the regular high school curriculum. The program combines career exploration placements, career guidance, and an academic curriculum. Students in the program spend about 20% of their school week in explorations both in small groups and independently. This model provides students with a strong home base as a supportive structure to the placements.

The CAREER EXPLORATION PROGRAM at HSC is indeed directed to a group of students very different from those in Portland. The design of the program more closely resembles the RBS model. No model, prior to the CAREER EXPLORATION PROGRAM, provided EBCE, with its multiple benefits, to urban students with academic and/or socio-economic handicaps in Connecticut.

Goals and Objectives

As indicated above, the primary goal of the CAREER EXPLORATION PROGRAM is to expand and develop the capabilities of the High School in the Community and the New Haven Public Schools, to broaden occupational aspirations and opportunities for academically and/or socio-economically handicapped high school students through a career-vocational exploration program. This program will include an in-school curriculum and guidance program that is highly intergrated with community based learning placements, aiming towards post-secondary training and employment in skilled occupations.

Program Development Centered Objectives:

Year One - The program will

1. Establish ten exploratory learning sites with New Haven employers by December, 1979;
2. Prepare on-the-site curriculum guides to be used by students and employers for each exploration site, including cognitive, affective, and psychomotor objectives, by December, 1979;
3. Prepare a catalogue of the exploratory learning sites by June, 1980;
4. Have at least twenty students enrolled by September, 1979.

Year Two - The program will

1. Establish five additional exploration sites;
2. Prepare on-the-site curriculum guides for the additional sites;
3. Refine program materials developed during the first year;
4. Have at least fifteen students enrolled in their second year of the program;
5. Have at least twenty students in their first year of the program;
6. Prepare an expanded catalogue of the exploratory learning sites.

Student Centered Objectives

Cognitive

1. 75% of the participants will be able to identify two skilled occupations in each of the fifteen career clusters;

2. 75% of the participants will be able to identify their rights vis a vis discriminatory practices in hiring and promotion;

3. 75% of the participants will correctly identify those factors which have a positive impact in employer-employee relationships;

4. 75% of the participants will be able to name skills required for entry into six occupations available in the New Haven area;

5. 75% of the participants will be able to describe the working conditions of six occupations in the New Haven area;

6. 75% of the participants will be able to relate orally how employment trends may effect the availability of work in the occupations observed;

Affective

7. 75% of the participants will use the results of a battery of aptitude tests to construct an individual profile that correctly shows strenghts and weaknesses;

8. 75% of the participants will demonstrate an increased interest in skilled occupations;

9. 75% of the participants will demonstrate an increased interest in occupations traditionally pursued by the opposite sex;

10. A majority of the participants will be given positive ratings in work-related evaluations done by the employer, or will improve in their ratings after a second placement;

11. 75% of the participants will express greater self-confidence when questioned about their future success;

12. 75% of the participants will select their academic courses for the following year based on their career interest and areas of academic weakness;

13. 75% of the participants will indicate a greater interest in making plans for post-secondary training or other future alternative to achieve occupational goals.

Psychomotor

Appropriate psychomotor objectives will be developed for each of the exploration sites established and will be included, with activities, in the curriculum guide for each site.

Assessment of Objectives

In formulating its objectives the CAREER EXPLORATION PROGRAM has placed primary emphasis in two areas: on providing students with cognitive information relating to skilled occupations, employee rights, and employability trends; and, on providing students with a more positive affective sense of themselves, their interests, and their future. In addition, an effort was made to develop psychomotor objectives for each exploratory site.

The scope of these objectives is enormous when it is taken into consideration that each student's experience is, for the most part, unique. What appears to be a relatively simple program of thirteen objectives with only twenty participants, quickly becomes compounded by each student pursuing two placements, with a total of between six and eight occupations, each having specific information and activities. While there is some duplication from student to student, there also is a number of instances when placement sites were identified and materials and activities prepared, but no placement made due to lack of interest or technical problems.

These observations are made in preface to presenting the assessment of the CAREER EXPLORATION PROGRAM's first year of operation to indicate that the transition from abstract thought to functioning reality is difficult. Ideas become experiments and are tested; some fail, a few are marginally funtional, and others are dramatic achievements. This is the nature of an experimental project such as this.

While the project has only completed the first of a two year developmental period, the data collected and presented here indicates that it has been substanially sucessful.

With these points in mind, the following evaluation of each objective is presented.

Program Development Centered Objectives - First Year

1. The program will establish ten exploratory learning sites with New Haven area employers by December, 1979.

   There are currently fifteen sites available to the CEP, surpassing our objective by five. These sites were identified on schedule. Nearly twenty New Haven area employers expressed an interest in participating in the program. However, after review, several of the sites were seen as not meeting program goals in the variety of experiences available or personnel changes were in progress which made participation untimely.

An analysis of the sites (see Catalogue, Appendix C) indicates that a wide range of the career clusters have been covered. The generally enthusiastic response on the part of businesses and agencies to participate in the program suggests that there is a large pool of placement opportunities in the New Haven area. Next year the number of students placed from CEP will nearly double to include both juniors and seniors. It is anticipated that there will be no difficulty in establishing new sites to accommodate the increase in students.

2. The program will prepare on-the site curriculum guides to be used by students and employers for each exploration site, including cognitive, affective, and psychomotor objectives by December, 1979.

Site guides have been completed for all sites. Some were completed after the December target date, but before students were placed in those particular sites. Cognitive and affective activities are include, as well as general descriptions of hands-on experiences possible. Specific psychomotor objectives were often difficult to establish for a number of reasons. (See analysis of last objective for more details.) This objective was essentially successfully achieved.

The curriculum guides (see sample guide, Appendix B) will be revised next year to reflect our experience using them. Particular attention will be made to emphasize techniques that will assist students' interviewing skills. Since in most placements students spend only four days with any individual, it is important that they quickly establish a comfortable level of communication. This year students frequently did not fully utilize their time with community people the first day or two in a placement. This issue will also be addressed more intensely in the career education course prior to placements.

3. The program will prepare a catalogue of exploratory learning sites by June, 1980.

A preliminary catalogue, used by students as an aide in selecting sites was prepared in October. It was revised and completed by March, 1980 well ahead of schedule. (see CEP Catalogue, Appendix C)

4. The program will have at least twenty students enrolled by September, 1979.

Twenty-five students were enrolled in the in-school career education course by September, 1979 which 21 successfully completed. Twenty of the twenty-one successfully completed their placements. This objective was successfull achieved.

Student Centered Objectives

Cognitive

1. 75% of the participants will be able to identify two skilled occupations in each of the fifteen career clusters on a questionnaire at the end of the eight week in-School course.

   80% of the students were able to correctly complete this questionairre. This objective was surpassed.

   Although this objective was successfully achieved it was the observation of the course instructor and other project staff that it was overly time consuming relative to its value to students. It is important that students be familiar with the fifteen career clusters and how to use them, but not useful to memorize them. This time could be better spent by students working on their interest profile and on their interviewing skills.

2. 75% of the participants will be able to identify their rights vis a vis discriminatory hiring and promotion practices (laws, legal recourse) on a questionnaire given at the end of an eight week in-school course.

   70% of the students correctly identified their rights vis a vis discriminatory practices. While this objective was not fully achieved, it is clear that this part of the course was effective. Project staff continued to work with students on these issues during the weekly meetings of students in their placements.

3. 75% of the participants will correctly identify those factors which have a positive impact in employee-employer relationships when presented with a list of both positive and negative factors on a questionnaire given at the end of the eight week in-school course.

   100% of the students were able to correctly identify a majority of the factors correctly. 85% were able to complete the questionnaire perfectly.

   This objective was so successfully met that the project staff has begun to examine the validity of using a questionnaire as opposed to looking at student behavior at the placements. Is there a high correlation between knowing this information and using it effectively? The second year evaluation will look at this issue more closely.

4. 75% of the participants will be able to name orally the skills required for entry into six occupations available in the New Haven area in a post-placement individual interview.

   75% of the students were able to identify the entry skills required for at least six occupations. This objective was successfully achieved.

   The other 25% (five) of the students were able to identify entry skills for at least four occupations. Their failure to achieve the goal can be accounted for by the fact that each of them was placed at only one site. A variety of reasons lead to their not being placed at two sites as planned. With this in mind, the level of achievement for this objective was very high.

5. 75% of the participants will be able to describe orally the working conditions (salary, benefits, work environment, advancement) of six occupations in the New Haven area in a post-placement interview.

   As in objective number four, 75% of the students could describe working conditions for six occupations and 25% could respond regarding at least four. Again, the pattern reflected whether a student was placed at one or two sites. The objective was successfully achieved.

   In general students responded in greater detail about the physical work environment than they did about salary and benefits. This again indicates the need to work more on students interviewing skills. Those things they could observe were reported more frequently than information they would have to ask for.

6. 75% of the participants will be able to relate orally how employment trends may affect the availability of work in the occupations they observed, when given a list of factors affecting employment trends during a post-placement interview.

   All participants were able to identify at least one major factor affecting employment trends in the occupations they observed. 80% of the students described in detail job availability for at least one occupation observed. This objective surpassed the projected level of success.

   Unlike other topics indicated above in objective number 5, students did ask for and remember information related to job avaialability. This, not surprisingly, is an issue of high interest to students.

Affective

7. 75% of the participants will use the results of a battery of aptitude tests they have taken in the career course to construct an individual profile that correctly shows strenghts and weaknesses.

   All students completed their profile and used it, together with other information, to select their placement sites. This objective surpassed the projected level of success.

8. 75% of the participants will demonstrate an increased interest in specific skilled occupations on the occupational interest post-test administered in May.

   100% of the students demonstrated an increase interest in skilled occupations from the pre-test in September to the post-test in May. The career course teacher also noted that students shifted toward discussing jobs requiring more skills as the course progressed. There also was a high correlation between the occupations discussed and those that students selected for placement.

   The California Occupational Preference Survey (COPS) used for the pre and post-testing was not perfectly suited to the objective as it was stated. The survey measured students interest in skilled occupational areas rather than in specific occupations. However, the test results together with the observations of project staff clearly indicate that this objective was achieved, if not surpassed.

9. 75% of the participants will demonstrate increased interest in occupations traditionally pursued by the opposite sex on the occupational interest post-test administered in May.

   The assessment of this objective was also affected by the less than perfect suitability of the COPS instrument. Here again, project staff observations and student placement selections were used to further analyze this objective.

   Two distinct patterns emerged. All twelve female students who completed the program demonstrated an increase interest in occupations traditionally pursued by males. All eight of the male students failed to show an increase interest in traditionally female occupations. Technically this objective was only successful with the female students.

   The reason for these polar responses to this objective between female and male students probably lies in the objective itself. If all students are being encouraged to pursue skilled occupations, and most skilled occupations are traditionally held by men; then, because of past job sexual stereotyping, there are far fewer traditionally female skilled occupations for males to pursue. Thus, it is not surprising that male students would not achieve this objective. In a practical sense, for them the objective is in conflict with the larger goal of the program.

Two changes should be made in the objective related to sexual stereotyping of occupations. First, it should be refined to reflect the different positions men and women find themselves in. Second, closer attention should be made to expose male students to traditionally female skilled occupations.

10. A majority of the participants will be given positive ratings in work-related evaluations done by the employer, or will improve in their ratings after their second placement.

85% of the students received generally positive evaluations from their placement supervisors. The remaing 15% showed improvement in their second placement. This objective far surpassed the projected level of achievement.

Most of the employer recommendations for improvement were not work-related, except indirectly. They encouraged the students to take more initiative in the placement. As stated a number of times above, this had somewhat to do with the student being with new people in a new type of relationship. In addition to working with students to ease their adjustment to the newness of the placements, the curriculum site guides will be refined to provide more direction and support to the employer as well as the student.

11. 75% of the participants will express greater self-confidence when questioned about future success in the post-placement interview.

100% of the students expressed greater self-confidence about their future success during the post-placement interview. This was indicated in a variety of ways ranging from statements that they simply felt more confident to discussiing with enthusiam post high school education and training leading to skilled occupations. This objective far surpassed the projected level of achievement.

12. 75% of the participants will select their academic courses for the following year based on their career interests and related areas of academic weakness during the post-placement interview.

All of the students discussed course selection for next year in the post-placement interview. In 80% of the cases specific courses were identified to supplement the students' career interest and/or related areas of academic weakness. Actual registration in these courses takes place in September. This objective was successfully achieved.

13. 75% of the participants will indicate interest in making plans for post-secondary training or other future alternatives to achieve occupational goals during post-placement interview.

All of the students discussed makings plans for further training toward a skilled occupation after high school. The range of ways of obtaining training included two and four year colleges, technical schools, and military service. This objective surpassed the projected level of success.

Psychomotor

The staff of the CAREER EXPLORATION PROGRAM used a three stage developmental model of psychomotor objectives and activities:

Stage I - Observation

Stage II - Physical Manipulation

Stage III - Skill Acquisition

As a program which provides students with a number of short term (four day) career exploration experiences, rather than specific vocational training, the psychomotor objectives focused only on Observation and Physical Manipulation. Skill Acquisition will be pursued after high school in an appropriate institution. The guidance component of the program assists students in identifying post-high school training opportunities once a career area has been selected by the student during the senior year.

As indicated in program development objective number 2, there was difficulty in indicating psychomotor objectives for inclusion in the exploration site curriculum guides Ther are two primary reasons for this:

1. The number of objectives that could be generated at a individual job placement was usually large. Most skilled jobs are complex with a wide range of tasks involved. Multiply that fact by the average of six worksites at each of twenty cooperating businesses and the simple writing of all those objectives becomes overwhelming.

2. Most community/business volunteers felt uneasy about including specific hands-on experiences in the site guides. The prefered to list a variety of possible activities and then use their judgement, together with the student and project staff, about particular activities on a placement by placement basis. This allows for differences in student interest, as well as, for normal changes at the work site which often make it impossible to know what tasks will be performed in a given week.

The site guides differ as to their level of specificity of psychomotor objectives. They generally include both a list of possible activities and a few that are basic to the site. The CAREER EXPLORATION PROGRAM staff feel good about this flexible approach to developing these objectives. It seems that this best supports the varying needs of students and reflects the complexity of the cooperating businesses.

Data was collected for the psychomotor objectives on the evaluation form (see Appendix E) completed by the site volunteer for each student placed in the business. An analysis of these evaluations shows that all the students received positive ratings from at least one of the two site placements. 80% of the students received positive ratings from both site placements. In general, there was a high level of success in achieving the psychomotor objectives. The individual student evaluations are part of their permanent school records with evaluations from their in-school courses.

Summary

The first year of the CAREER EXPLORATION PROGRAM was very successful. In many areas it went beyond levels of performance projected. The program demonstrated clearly that the New Haven community is ready and willing to participate directly in the education of its high school youth. Five businesses more than the fifteen targeted found the format of the program interesting and contributed time and staff to it. Next year, when the number of students will nearly double, there should be no problem finding additional sites. In fact, the positive experience of businesses involved this year has already lead to other potential work placement sites.

Twenty of the twenty-five students who entered the program successfully completed it. Those who did not complete left the school for non-program related reasons. All the cognitive objective were achieved or surpassed. The one exception was the objective related to employee rights. Here 70%, instead of the targeted 75%, of the students met this goal. All affective objectives were also achieved or surpassed, with the exception of male students failing to increase their interest in predominantly female skilled occupations. This objective,however, was probably to generally written to be useful. All female students did achieve the objective. In relation to psychomotor objectives,students performed very well as evaluated by community/business volunteers. It was, however, difficult to include many specific psychomotor objectives in the curriculum site guides.

There are two major changes suggested for the second year based on this year's assessment of objectives:

1. That more attention be given to the relationship between the student and the job-site volunteer. The career course needs to develop student interviewing skills, and the curriculum guides need to include activities to support this.
2. That a more sophisticated objective concerning sexual career stereotyping be developed related to male students.

Project Design

The Career Exploration Program is designed to amplify the career education program at High School in the Community by providing staff and resources to develop a systematic experience-based career exploration program. HSC has 230 students and is in its tenth year of operation as a public, alternative high school. Students choose to attend HSC and they represent a cross section of needs and interests throughout New Haven. The student body has a full range of academic and socioeconomic backgrounds.

This proposal will establish career exploration sites with New Haven area employers covering many of the fifteen career clusters designated by the U.S. Office of Education, with an emphasis on those with favorable outlook on employability for this area. Twenty students meeting the criteria as academically and/or socioeconomically handicapped will be identified at the end of their sophomore year to participate in a two year program. All students reading below high school level (as indicated by the Slosson Oral Reading Test or similar standardized instrument), and/or whose family is receiving financial assistance will be informed of the program and encouraged to participate.

The Career Exploration Program is designed to motivate these students to continue in school for their diploma and to begin to identify occupational interests and related training needs. This will be accomplished through a variety of activities, the key component of which is the placement of students into real world employment settings for career exploration. It is important that any career/vocational program designed to improve the motivation of these students have a strong attachment to the real world of work. Students must come in contact with real employers and real workers involved in various occupations if they are to perceive a meaningful connection between successful secondary and post-secondary schooling and career opportunities.

There are three components of the Career Exploration Program:

1. Career Guidance Component

At the end of their sophomore year students meeting the selection criteria will be interviewed by the career education coordinator and the guidance counselor. The program will be explained and interested students will be requested to make a two-year committment. Students will be given initial career interest and vocational aptitude tests at the beginning of their junior year. Careers course teachers will work with each student to interpret test results and to begin a career profile to record and analyze student progress. Students will be assisted in choosing career exploration placements before the end of the careers course. After these placements the students will work with the school guidance counselor and the career education staff to assess the experiences, through interviews and post-testing of career interests and vocational aptitudes. Students' performance in academic courses will also be discussed in these sessions, especially as it relates to future career needs. For example, students who discover an interest in electronics or communications will also see the need to improve in mathematics, science and English courses. Students will be counseled to take the appropriate courses in those areas. During their senior year the students will go through a similar process focusing on two occupations of special interest. They will also begin to identify and apply to postsecondary training programs.

2. Career Courses Component

Students involved in this program will take a Careers block for the first eight weeks of the year. (Courses at High School in the Community are organized into four or eight week intensive learning blocks, which offer a half or a full year of course credit respectively. These courses meet three hours per day, five days a week.) The Careers course will be equivalent to a full year course in career development and will:

(a) Introduce students to a broad range of occupational groups

(b) Study the various skills and abilities necessary for different occupations

(c) Cover various methods of preparation for occupations, including academics, manual training, training schools, and on-the-job training

(d) Expose the racial, sexual and ethnic occupational stereotypes and present the laws and legal recourse available to persons faced with discriminatory practices in hiring and promotion

(e) Introduce students to decision-making skills

(f) Identify student interests and abilities through interest and aptitude tests

(g) Introduce students to career exploration sites.

At the end of this course students will select their career exploration sites.

During the second year of participation, students in the program will take a single hour eight week Careers course at the beginning of the year. (This represents one quarter of a full year course, usually called a mini-course in traditional high school curricula.) In this course students will review their progress over the past year and begin to work on career selection, in this, their senior year. One of the goals of the course will be to have students select two career sites for specialized focus in two areas of occupational interest.

3. Career Exploration Placement Component

During their junior year students in the program will be placed in two career exploration sites, in addition to their regular academic courses. They will spend a total of eight weeks in these placements and be exposed to between 6 and 8 occupations in their areas of interest.

Examples of such sites are: Yale New Haven Hospital, Southern New England Telephone Company, City of New Haven, the New Haven Register, Park Plaza Hotel and Xerox. It is intended to have ten such sites available for the first year of the program. Students will be placed in learning sites on the following basis:

(a) For an eight week period (at least 3 hours per day, five days per week) either the second or third marking period;

(b) Each eight week period is divided into two four-week slots. The students will change learning sites after four weeks;

(c) The choice of placement will be made as part of the completion goal of the Careers course;

(d) Students will earn elective credit;

(e) The students will receive written evaluations from participating employers and from the HSC staff supervisor.

Career Exploration curricula will be prepared for each of these sites which will provide student and "community teacher" with suggested activities and discussion topics to maximize the quality of the time spent at the site. (See appendix B for a sample curriculum outline).

Because of past experience in placing students in area establishments, HSC recognizes that it is unfair to expect personnel in local businesses and organizations to assume full responsibility as teachers. In addition, it is perhaps unreasonable to expect these establishments to make school year commitments (10 months) to working with students. The following elements will go into establishing cooperative relationships with New Haven area employers:

(1) Once an employer agrees to use her/his establishment as a learning site, the site developer will work closely with that employer to produce a written curriculum guide. This guide will include details of each site program, materials to be used (some provided by employer, others by program), goals for students and student evaluation process;

(2) Employers will be counseled as to ways that HSC staff members have found to be effective in dealing with students. Program staff will also seek to place students in sites in ways that break down traditional sex roles in occupations;

(3) Employers will be asked to commit at most eight weeks during any academic year;

(4) The site developer will visit the sites regularly while placements are in progress, and for evaluation interviews;

(5) The program will offer publicity for employers that participate as the learning sites.

The emphasis in the second year of student participation will be in specialization, rather than exploratory, learning placements. This type of placement will offer a more intensive look at two occupations selected by the student. Some of the placement sites might be the same as during the first year, but students will have written curricula to investigate one occupation over a four-week period. Again, students will choose either the second or third marking period for placement. Note: While the second year of the program is in operation for the original group of students, another group of juniors will be in the first year of their participation in the program.

Timeline of Activities

On the following pages the project objectives are presented with related activities, evaluation strategies, and personnel responsible. This timeline demonstrates the inter-relationship of the various components of the project, as well as, target dates for completion of specific objectives.

PROGRAM DEVELOPMENT CENTERED OBJECTIVES

OBJECTIVES	ACTIVITIES	STAFFING	EVALUATION
Year One - The Program will: 1. Establish ten exploratory learning sites with New Haven employers by Dec., 79 2. Prepare on-the-site curriculum guides to be used by students and employers for each exploration site by December, 1979 including cognitive, affective, and psychomotor objectives.	1.-4. -April 16, 1979 - June 30, 1979 Upon notification of grant award the following will begin: - hiring of site developer - ordering of materials - identification of teachers for Careers course and course planning. - identification of students to participate in the program	HSC Staff: Career coor. Counselor career teacher	1.-4. These objectives will be evaluated by the completio of the tasks by the target date indicated.
3. Prepare a catalogue of the exploratory learning sites by June, 1980 4. Have at least 20 students enrolled by September, 1979	-July 1, 1979 - December 31, 1979 During the summer full time development of the program will begin by: -surveying local employers and informing them of the program -meeting with employers interested in participating -identifying specific occupations at the exploration sites -writing the curriculum guides with employers for each site.	Project Staff: Site Developer HSC Staff: (summer) Career Coor. career teacher	
	-January 1, 1980 - June 30, 1980 Development phase essentially completed. -Final Report prepared and submitted	Project Staff: Site Devloper HSC Staff: Career Coor.	

STUDENT CENTERED OBJECTIVES

OBJECTIVES	ACTIVITIES	STAFFING	EVALUATION
Year One Cognitive:			
1. 75% of the participants will be able to identify two skilled occupations in each of the fifteen career cluster on a questionnaire given at the end of the 8 week in-school course. 2. 75% of the participants will be able to identify their rights vis a vis discriminatory hiring and promotion practices (laws, legal recourse) on a questionnaire given at the end of the 8 week in-school course. 3. 75% of the students will correctly identify those factors which have a positive impact in employee-employer relationships when given a list of both positive and negative factors on a questionnaire given at the end of the 8 week in-school course.	1.-3. -September 5, 1979 - November 15,79 Careers Course lasting 120 hours where students will be: -pre-tested to assess areas of interest, and aptitude -introduced to career clusters -examine various methods of obtaining vocational training -examine racial, ethnic, and sexual stereotypes/discrimination and legal recourses available -introduced to decision-making skills -introduced to career exploration sites -Students will also select the specific sites they want for placement later in the year.	HSC Staff: Career Coor. Career Teachers	1.-3. These objectives will be measured by a test developed by the career teacher and coordinator, and administered by the course teacher at the end of the course.

4. 75% of the participants will be able to name skills required for entry into six occupations available in the New Haven area in a post-placement individual interview. 5. 75% of the participants will be able to describe the working conditions (salary, benefits, work environment, advancement) of six occupations in the New Haven area in a post-placement individual interview. 6. 75% of the participants will be able to relate orally how employment trends may affect availability of work in the occupations observed during a post-placement interview when given a list of factors affecting employment trends.	4.-6. -November 16, 1979 - April 15, 1980 Career Exploration Placements where each student will be placed in two sites to explore 6 to 8 occupations. They will spend approximately 1 week, 15 hours at each occupation. -see Appendix B for sample curriculum guide for site exploration placements. -each student will be interviewed at the completion of their placements	Project Staff: Site Developer "Community Teachers" HSC Staff: Career Coor. Guidance Counselor (evaluation & counselling activities only)	4.-6. These objectives will be evaluated in the individual post-placement interviews developed by the career coor. and conducted by the counselor and career coor.

Affective:			
7. 75% of the participants will use the results of a battery of aptitude tests they have taken in the career course, to construct an individual profile that correctly shows strenghts and weaknesses.	7.-9. - Careers Course - Career Exploration Placements	Project Staff: Site Developer "Community Teachers" HSC Staff: Career Coor. Counselor	7.-9. These objectives will be measured by a pre-test given in Sept. 1979 and a post-test given in May, 1980. Cal (Copps) Pre-test adm. by teacher Post-test adm. by site dev.
8. 75% of the participants will demonstrate an increased interest in specifiic skilled occupations on the occupational interest post-test admin. in May.			
9. 75% of the participants will demonstrate an increased interest in occupations traditionally pursued by the opposite sex on the occupational interest post-test admin. in May.			
10. A majority of the participants will be given positive ratings in work-related evaluation done by employers, or will improve in their ratings after a second placement.	10. -Career Exploration Placement	Site Developer "Community Teachers"	10. Evaluation developed by career coor. and site dev., and data collected by the site developer.

1. 75% of the participants will express a greater self-confidence when questioned about future success in post placement interview.	11. -Career Course -Career Exploration Placement -post-placement interview	All	11. Post-placement interview format developed by career coor. and conducted by coor. and counselor.
2. 75% of the participants will select their academic course for the following year based on their career interest and areas of academic weakness during their post-placement interview.	12.-13. -post-placement counseling	Career Coor. counselor	12.-13. Student schedules will be arranged in post-placement interview and data collected on interview format sheet.
3. 75% of the participants will indicate a greater interest in making plans for post-secondary training or other future alternatives, to achieve occupational goals on post test adm. in May.			
ychomotor: Appropriate psychomotor objectives will be developed for each of the exploratory learning sites established and will be included, with activities, in the curriculum guide developed for each site.			

Dissemination and Publicity

The CAREER EXPLORATION PROGRAM was very active during the year in disseminating information about the project throughtout the state, and in generating publicity locally. The following list and materials illustrate how extensive those efforts were:

Publicity:

1. Superintendent's Letter to Area Employers
2. CEP Flyer
3. New Haven Register, November 12 Article
4. New Haven Register, December 19 Article
5. Superintendent's Newsletter, December 21
6. Harambee newspaper, December Article
7. A.C.E.S., Exchanges newsletter

Conferences:

1. Association of Train and Employment Professionals; Education..Work... Youth Employment; March 18, 1980
2. State Council for the Improvement and Coordination of Alternative Programs; Alternative School, Share Fair; March, 25, 1980

NEW HAVEN PUBLIC SCHOOLS
CITY OF NEW HAVEN, CONNECTICUT

Dear

The New Haven school system is expanding its efforts to establish greater cooperation with local businesses. The High School in the Community, New Haven's public, alternative high school, has just received a grant from the State Department of Education to begin a career exploration program. We are inviting you to explore participating in this exciting program.

High School in the Community has been and continues to be one of the most successful alternative schools in the country. All students who attend H.S.C. choose to and represent all community, ethnic, and income groups in the city. The school has increasingly incorporated career education as a part of student's curriculum.

H.S.C. hopes to set up career exploration sites in New Haven. The students enrolled in this program will spend four weeks at each site and will observe three or four different skilled occupations. We will not ask any employer to participate in the program for more than eight weeks during any school year (unless the employer is willing to participate more). Students will attend an eight week, in-school, career exploration class before being placed in a business site. There will also be scheduled monitoring of students on site and in-school counseling and follow-up.

H.S.C. will work with employers to establish well defined criteria for student performance and activities. Students will be evaluated and will receive high school credit for successful completion of each four week placement.

Participation in the Career Exploration Program offers businesses the opportunity to participate directly in the education of local students; the opportunity to potentially recruit employees who have worked for you and who are therefore orientated to your needs; the opportunity to revitalize your existing personnel; the opportunity to demonstrate a commitment to public education. For these reasons we urge you to participate in the Career Exploration Program.

H.S.C. Career Exploration personnel will call you to set up a meeting during the summer. If you are interested in finding out more about the program, please call Barbara Greenwood or Charlotte Hylton at 787-8635, Monday through Friday between 9:00 a.m. and 1:00 p.m.

Sincerely,

Dr Gerald Tirozzi

Dr. Gerald Tirozzi
Superintendent of Schools

GT/aa

YOU CAN .....

Establishing learning relationships between our students and your employees assures you that you can:

- impact on the educational process
- develop a labor pool tailored to your needs
- boost employee morale
- promote community growth and understanding

By participating in CEP, business and industry have a big hand in shaping the students view of the world of work.

Employers are encouraged to take part in this exciting educational concept as fully as they are able.

What aptitudes, vocabulary, manner of dress, attitudes, academic preparation, interests and skills does your business require?

What expectations, in terms of preparation and personality, do you have of your employees?

Participation in CEP is rewarding to the greater New Haven community by enabling our educational system to better prepare competent, motivated, skilled and aware young men and women to enter the labor force.

High School in the Community is a small innovative public high school, founded in 1970 to offer an alternative to the traditional high school.

It serves 230 students who represent a cross-section of the community's young people, with a professional staff of 17.

HSC is a highly personalized, humanistic school which works to improve students' attitude toward learning, in order to better prepare them for adult life.

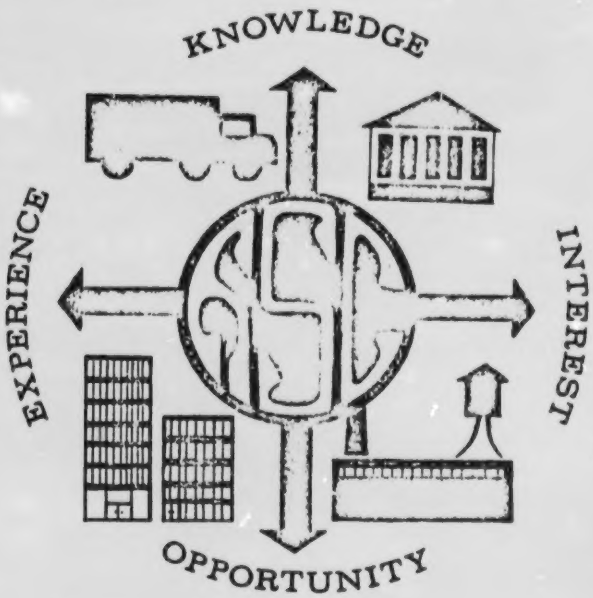
Students, with staff advisors, plan their own programs selecting from a full range of courses, within the school, at the Educational Center for the Arts, local colleges and community businesses and agencies.

It has been nationally recognized as an exemplary program.

HIGH SCHOOL IN THE COMMUNITY
New Haven Public Schools
New Haven, Connecticut

CAREER EXPLORATION PROGRAM

HIGH SCHOOL IN THE COMMUNITY



WHAT IT IS .....
HOW IT WORKS .....
WHOM IT SERVES .....

HSC / CEP
45 Nash Street
New Haven, Connecticut
(203) 787-8635

CAREER
EXPLORATION
PROGRAM

WHAT IT IS.....

The Career Exploration Program is an experience based career education program, which places students in career learning sites to observe, explore and experience occupations that interest them within various employment clusters.

The New Haven community presents a wealth of experiential learning opportunities for students who are often unaware of the scope of the world of work.

SAMPLE EMPLOYMENT CLUSTERS -

HEALTH:	Orderly Nurse's Aide Technician Nurse Physician
BUSINESS:	Clerk Typist Keypunch Operator Secretary Manager Executive
INDUSTRY:	Manual Laborer Tool-Die Maker Machinist Electrician Draftsmen Technicial Engineer

HOW IT WORKS.....

Classwork helps the student assess interests, aptitudes and attitudes within a variety of occupational areas. The student then selects a placement site with a business and its resource people who will expose the student to the jobs they perform.

A CEP coordinator interfaces with the resource person at a learning site; students are supervised on the job and at school. The student is expected to observe the standards of punctuality, dress and decorum required of the job.

The Career Exploration Program depends on experience sites for student placement. The CEP site developer contacts area employers to establish sites. Then, the kinds of learning activities and procedures followed within each site are developed with the help of the resource person chosen to work with the CEP student.

The student spends four weeks, four days a week, approximately four hours per day at each place chosen. The fifth day of each week the student reports to school forrelated course work, counseling and group activities with other CEP students.

WHOM IT SERVES.....

The Career Exploration Program's aim is to serve the student and the community. The typical student participant will be:

- a junior or senior
- someone who wants to test himself/ or herself in the world of work
- someone who wants to receive work experience before employment; and
- someone who wants to explore the relevance of high school courses to the work of choice.

In New Haven the HSC/CEP program is the first of its kind. CEP is funded jointly by the New Haven Board of Education and the State Department of Vocational and Career Education as an innovative exemplary program. The Career Exploration Program seeks to enhance the occupational aspirations and opportunities of students not completely being served by existing vocational or college preparatory programs.

In CEP students learn first hand what job skills are required and explore how to acquire them. They observe first hand the importance of good work habits. They examine how to become responsible adults.

Metro

THE NEW HAVEN REGISTER, MONDAY, NOVEMBER 12, 1979

Students 'Work' At Learning

By ANGELA D. CHATMAN
Staff Reporter

On Tuesday, 11 students from the High School in the Community will begin showing up for "work" at places like the Edward Malley Co., WAVZ Communications Inc., St. Raphael's Hospital, Planned Parenthood and city agencies.

Their assignments at these businesses and agencies are part of the second phase of the school's Career Exploration Program.

The program, which began this fall, is aimed at helping students explore career and vocational possibilities through the discussion of different fields and on-site observations.

"We want the students to get a better idea of what they want to do, what they can do, and to prepare (themselves for that)," said Charlotte Hylton, CEP site developer and a teacher at HSC.

"This kind of experience in places where students don't think of going to will be very valuable for them," she said.

Ms. Hylton coordinates the program and spent the past summer identifying employers willing to place students. Her duties also include helping develop related career and vocational education courses, monitoring student placements, and working with school staff and employers.

An $18,400 grant from the state Department of Education helps pay her salary and provides program funding.

Students not only learn about the various jobs available, but get to see them performed. They also get to see the jobs in relation to the businesses which provide them.

Some 16 area businesses have agreed to open their doors to the 25 students taking part in this year's exploration program. Each are to take at least one student under its wings for at least a four-week period.

For some students, the stay at a given assignment may be longer. The work experiences at each placement will differ. At some, students actually will be able to work while, at others, they only will be able to observe. None will be paid.

Students will report to their placements for four hours a day, Mondays through Thursdays. On Fridays, they will return to school where they will discuss what they are learning.

"It don't think it's going to make up the minds of any students (in terms of choosing a career.)...But, I think it will expose them to the work-a-day world," said John Houston, chairman of the CEP Advisory Committee.

But, whether it be the Holiday Inn, Yale-New Haven Hospital, Southern Connecticut State College, Xerox Corp., Tweed-New Haven Airport, or any of the chosen sites, the experience is expected to be a good one.

Other sites included in the program are the Connecticut Bank and Trust Co., Hill Health Center, New Haven Hospital of Veterinary Medicine, West Rock Nature Center, the Hill-West Rock Health Center, and New Haven Terminal Taxi Co.

Sites were chosen according to federal career education guidelines established by the U.S Office of Education, which has grouped all types of jobs into 15 "clusters."

These include: agriculture, business and office, health, public service, natural resources and environment, communication and media, hospitality and recreation, manufacturing, marketing and distribution, marine science, personal services, construction, transportation, consumer education and home economics, and fine arts and humanities.

Metro

THE NEW HAVEN REGISTER, WEDNESDAY, DECEMBER 19, 1979

High School In Community Students Learn By Doing

By ANGELA D. CHATMAN
Staff Reporter

What better way to learn about the world of work than by entering it?

Students at the High School in the Community are learning about that world even before they graduate. As part of that school's career exploration program, they are placed at job sites around New Haven so they may observe others at work and learn about career fields.

An $18,400 grant from the state Department of Education helps pay Program Coordinator Charlotte Hylton's salary and provides program funds. With the help of the Chamber of Commerce and the CEP Advisory Committee, Ms. Hylton was able to get 16 area businesses to open their doors to the students.

The students are not paid, but receive course credit for participating

Eleven of the 25 in the program already have been assigned to sites. Most of them have found their placements helpful though a few have not been completely satisfied.

Milton Hardy, 20, found his placement at the Holiday Inn Downtown very informative. "I enjoy it. I like it. You get to know a lot of new people. I've learned more about the hotel business than I've ever known," he said.

Milton was able to do much more than observe. His tour included work in almost every aspect of hotel operation, including the kitchen, the dining room, the laundry, maintenance, and working the front desk.

The hotel management made sure he was exposed to as many things as possible. The result was an enthusiasm about his assignment and his future one at St. Raphael's Hospital.

For 16-year-old Doreen Lawrence, a placement at Hill Health Center has provided valuable experience and information about the field of medicine.

"I'm interested in the medical field," she said, though she has not decided which area in which to specialize.

Doreen also obtained hands-on experience. In the center lab, she was assigned to monitor the Coulter Counter, a machine that counts red and white blood cells. She also does urinalysis and hopes to have learned all lab operations by the end of her stay there.

The health center placement was not her first experience in the medical field nor will it be her last. Last summer, she took part in a health career science program at the University of Connecticut and, in January, she will be assigned to the Hill-West Rock Health Center in the second phase of CEP.

Her twin sister, Loreen, also is interested in medicine, but Loreen's first placement was at Tweed-New Haven Airport where she and a fellow student observed airport operations close up.

For her and 18-year-old John Hersey there was no hands-on experience to be had and their assignment proved boring after a while.

Under the program, students are to spend at least four weeks at each of the two placements allowed them. Students report to their placements for four hours a day, Monday through Thursday. On Friday, they return to school, where they discuss their experiences in the field.

Both Loreen and John found a four-week stay at the airport too long. "I think it should be cut down to two weeks. After two weeks, you've been in every department," she said.

"There's not much you can do at the airport," said John, who was extremely unhappy about his assignment.

staff photo by ANGELA D. CHATMAN

Doreen Lawrence tests Coulter Counter as Hill Health Center trainee.

Two of the three young women placed at the Edw. Malley Co. also were dissatisfied, for different reasons.

All three were given the opportunity to work in three store departments — sales, shipping and receiving, and display.

Denise Anderson, 15, was happy with her assignments. But Monslo Cox, 18, and Irene Dickey, 17, both of whom had worked before, had set their sights on getting experience in marketing. They were disappointed when that experience was not forthcoming.

Yet all three were considered good workers.

For Ms. Hylton and teacher Barbara Greenwood, such disenchantment is one of the things with which they have to cope when discussing placements with their students. A few students struggle to adjust to the work world while others, like Monslo and Irene, try to reconcile their expectations and the reality of the situations in which they find themselves.

Added to those problems is the fact that this is the first year for CEP and there still are a few program kinks that must be ironed out. It is possible that next year shorter placements will be provided at locations that only offer students a chance to observe operations.

Still, the program is considered valuable experience for most of the students, including Keith Demmones, 17, one of two students assigned to the Xerox Corp.

Both have been able to observe corporation operations under the guidance of Ron Murphy, an account representative, and Diane Harris, a senior customer representative. Both also have been trained and used as key operators thus giving them a skill which can help them obtain paying entry-level jobs in the future.

But, both Murphy and Mrs. Harris work to teach the students more than just what goes on at Xerox. Much of the information they provide is important in any profession.

It is important, Murphy said, "to be able to get students out early in their careers, to show them some options, and to help them set goals. Goal-setting is an important part of any development."

Noting that such a program did not exist for her generation, Mrs. Harris said "When I was in high school, I had no idea that there was a career that I could take up that wouldn't keep me inside a wall all day." She and Murphy felt CEP was a program of value to students.

Ken Garzzillo, 17, also had no complaints. He found his placement at New Haven Central Hospital for Veterinary Medicine especially important because he would like to become a veterinarian.

For those students who were not as happy with their placements, there still is the general knowledge of the work world — a world that doesn't always offer what everyone needs.

NEW HAVEN PUBLIC SCHOOLS

SUPERINTENDENT'S NEWSLETTER

DECEMBER 21, 1979 No. 5

Superintendent's Message

As we approach the December recess, with all of its festive, happy connotations, I wish to express, to all staff members, a very HAPPY HOLIDAY SEASON. It is expected that the holiday respite will afford the opportunity for necessary rest and relaxation as we prepare for a new year and a new decade.

It is truly amazing to realize that 1980 is suddenly upon us--and causes one to wonder where the 1970's went; and, in turn, should cause for consideration regarding the educational progress made in the New Haven schools in the last decade, and where the future decade will lead us. You can be assured that as Superintendent of Schools I am committed to continuous progress and improvement in our schools, and I look forward to continued support and involvement, from all staff members, in the important times that lie ahead. In looking to the future, I am reminded of a quotation that Robert Kennedy often used: "Some men see things as they are and ask why, I dream things that never were and ask why not." As we prepare for the 1980's, I am hopeful that all staff members will share in my belief that New Haven schools should not be accepted as they presently are, but rather as they potentially can be--this belief is predicated on the "dream" that all New Haven schools will be instructionally effective and will provide all students with every opportunity to realize their optimal educational development.

In January, I plan to continue, through the Newsletter, my views regarding instructionally effective schools and their specific implications for the New Haven school system.

May your holiday season be filled with inner joy, personal contentment, peace of mind, and a feeling of positive anticipation as the new year approaches.

HAPPY HOLIDAY!

—Gerald N. Tirozzi

CAREER DEVELOPMENT THROUGH EXPLORATION

Utilizing a state mini-grant, the High School in the Community has developed a model Career Exploration Program for high school juniors. The first phase of the program was taught by Mrs. Gail Staggers. Students learn to understand themselves, employability skills and information about employment and potential career opportunities.

The second phase was developed by Charlotte Hylton. Sixteen area businesses have agreed to allow students to explore career opportunites in their companies. Ms. Hylton identified potential positions and developed student curriculum guides for each of over forty possible careers. Students spend eight weeks on two separate job sites learning about careers within their range of interest.

The Career Education Department wishes to thank the community businesses and agencies for their energetic participation in the Career Exploration Program.

A SUCCESSFUL PUBLIC HIGH SCHOOL ALTERNATIVE

CEP at HSC

High School in the Community (HSC) has a Career Exploration Program aimed at helping students explore career and vocational possibilities through the discussion of different fields and on-site observations.

"We want the students to get a better idea of what they want to do, what they can do, and to prepare (themselves for that)," said Charlotte Hylton, CEP site developer and teacher at HSC.

Ms. Hylton coordinates the program and spent the last summer identifying employers willing to place the students. Her duties also include helping develop related career and vocational education courses, monitoring student placements, and working with school staff and employers.

Students learn about the various jobs and actually see them performed. They also get to see the jobs in relation to the businesses which provide them.

Students are assigned to one of sixteen area businesses for at four weeks. Some students will be able to work, while others will only be able to observe. None will be paid.

Students report to their placements for four hours a day, Mondays through Thursdays. Fridays they return to school where they discuss what they are learning. The main purpose of the program is to expose students to the work-a-day world, on the real side.

Some of the sites in the program are; Holiday Inn, Yale-New Haven Hospital, St. Raphael's Hospital, Xerox Corp., CBT, Tweed New Haven Airport, Malleys, WAVZ Communications, Hill Health Center, S.C.S.C.

Sites were chosen according to the federal career education guidelines, established by the U.S. Office of Education, which has grouped all types of jobs into 15 "clusters".

These include: agriculture, business and office, health, public service, natural resources and enviroment, communication and media, hospitality and recreation, manufacturing, marketing and distribution, marine science, personal services, construction, transportation, consumer education and home economics, and fine arts and humanities.

WHAT IS HARAMBEE

HARAMBEE is positive achievements of minority people through self accomplishment.

HARAMBEE is pride and respect in self and community.

HARAMBEE is development of the minority community.

HARAMBEE is responsibility to the community.

HARAMBEE is mutual awareness and understanding among all people.

HARAMBEE is achieving excellence in all things.

HARAMBEE is YOU!

EXCHANGES

Vol.1 No.3 School Services Unit March-April, 1980

A MODEL CAREER EXPLORATION PROGRAM

Is it possible to develop real career exploration sites that aren't just field trips and don't compete with work-study, distributive education and cooperative work-experience programs? Yes! according to three teachers from New Haven's High School in the Community.

Staff members Barbara Greenwood, Charlotte Hylton and Gail Staggers, have developed a model career exploration program for 11th and 12th grade students with assistance from the Connecticut State Department of Vocational Education Program Improvement.

Named the Career Exploration Program (CEP) the model excompasses two phases. Phase one is an eight week 120 hour classroom component where students work on career awareness, decision making, employability skills, basic skills and career planning. During the classroom phase, students choose occupational sites that they would like to explore. Phase two is where students are placed at two exploratory sites for no more than 4 weeks each. At each site the student rotates through 2-4 occupations gaining as much trough hands-on experience and careful observation as possible. The outcome is that after 8 weeks at sites a student has explored from four to eight or more occupations.

Another important part of this program are curriculum guides that are developed for each site by the CEP team. The curriculum guides outline objectives and activities for both employers and students.

What helps this program work is the team effort involved in priparing students, selecting sites, developing the curriculum guides, monitoring the program and continual evaluation. Both students and employers evaluate the experience gained.

The program was developed through the addition of only one extra staff member, the site developer whose salary is paid for by a state vocational improvement grant (Bureau of Vocation Program Planning and Development, 165 Capitol Avenue, P.O. 2219 Hartford, CT 06115).

Plans for the '80-81 school year include expansion of the program and dissemination of the model to other interested schools. If you would like more information about developing a similar program cotact: Barbara Greenwood/Charlotte Hylton CEP, High School in the Community, 45 Nash Street, New Haven, CT 06511 or call 787-8636.

COMING: CPSS

March 13, 1980. The North Haven Ramada Inn will be the site of a workshop presented by two Ohio State University staff members. Ohio State University, which has consistently developed high quality career education materials, will present their Career Planning Support System (CPSS)

The Career Planning Support System is a comprehensive student-centered career guidance program that is to be integrated into a school's operation. It provides a complete package of developmental materials for designing and implementing a new approach to career guidance. This approach "seeks to overcome the traditional problems associated with depending exclusively on guidance counselors to provide all career guidance services."

State Career Education Coordinator, Saul Dulberg in conjunction with ACES is sponsoring this all day workshop. Contact Kathryn Smith at ACES for more information.

Association of Training and Employment Professionals
31 Pratt Street/Meriden,Connecticut 06450/(203)238-0888

CONFERENCE AGENDA

EDUCATION...WORK...YOUTH EMPLOYMENT

Holiday Inn, Meriden, Conn.
March 18, 1980

8:45 AM *REGISTRATION AND COFFEE*

9:15 *WELCOME* President, ATEP

9:30 *KEYNOTE ADDRESS*

Mark R. Shedd, Commissioner
Connecticut State Department
of Education

10:00 *REALITIES OF EDUCATION AND WORK*

Moderator: Edna Jiminez
Greater Hartford
Community College

Charlotte Hilton
High School in the Community
New Haven

Eugene Spagnola, Director
Career & Vocational Education
Waterbury

Eileen Donahoe
LEARN, Inc.
East Lyme.

Anthony Montefusco
Adult Learning Center
Derby

11:15 *COFFEE BREAK*

REALITIES OF YOUTH

Statewide Youth Panel

……

FOR AFTERNOON SESSION AND REGISTRATION FORM, TURN PAGE.

- SPACE IS LIMITED -

PLEASE RETURN REGISTRATION AS SOON AS POSSIBLE

The Connecticut State Department of Education

and

The State Council for the Improvement and Coordination of Alternative Programs (SCICAP)

present

SHARE - FAIR: ALTERNATIVE EDUCATION IN CONNECTICUT

University of Hartford
200 Bloomfield Avenue
West Hartford

Tuesday, March 25, 1980
9:00 - 3:30

- A conference to explain, discuss and display -

(1) what alternative education is
(2) what its objectives are
(3) exemplary alternative programs
(4) how such programs can be initiated
(5) how individual student educational needs are met
(6) some answers to problems of funding

- PROGRAM -

Suisman Lounge (Student Union)	9:00	Registration, coffee and..., displays
Greer Auditorium	9:30	Welcome - Commissioner Mark R. Shedd Remarks - Leonard Garber, State Department of Education Gene Mulcahy, Special Assistant to Superintendent of Schools, Hartford
	10:00	Alternative Education - Equal Educational Opportunity in Action Annie Warren - Principal, Shanti School, Hartford Judge Mary Conway Kohler - Chairperson, National Commission on Resources for Youth Gene Mulcahy - Special Assistant to the Superintendent of Schools, Hartford Students - Park City Alternative School (Bridgeport) Learning Coop, Fairfield Public Schools Dean Robert Barr - Associate Dean, College of Education, Indiana University
Suisman Lounge (Student Union)	11:30	Lunch and Displays (Student Lounge, Student Union)
	12:30 - 1:20) 1:30 - 2:20) 2:30 - 3:20)	Rotating periods of displays, discussions, and presentations of several representative alternative programs, and workshops dealing with critical issues. These will be delineated and selected by attendees at registration table, March 25th.

Appendices:

- A. Advisory Committee Membership and Meeting Notes
- B. Sample Exploration Site Curriculum Guide
- C. Exploration Site Catalogue
- D. Post-Placement Interview Instrument
- E. Exploration Site Student Evaluation Form

A. Advisory Committee Membership and Meeting Notes.

Career Exploration Program
Advisory Committee

The Advisory Committee of the Career Exploration Program was organized in September 1979 in accordance with the guidelines established by the Connecticut State Department of Education - Division of Vocational Education.

Julie Marshall, Director of Public Affairs, Planned Parenthood League of Connecticut, represents sex-equity concerns for C.E.P., Zannette Moore, Personnel Department - Yale New Haven Hospital represents ethnic minority group concerns, Saul Dulberg, represents the State Department of Education, John Houston, formerly of the New Haven Chamber of Commerce, represents business - community conerns, Donald Grava, Career Education Coordinator - New Haven Public Schools and Deborah Speese, Career Education Specialist - A.C.E.S., were members as consultants. Barbara Greenwood, Career Education Coordinator - H.S.C., Gail Staggers, Career Education teacher and Charlotte Hylton, C.E.P. Site Developer were staff members on the Advisory Committee.

Five Advisory Committee meetings were held during the school year. The Advisory Committee provided information on who to contact for site expansion, helped to organize the reception for resource people, students, parents and staff, and offered guidance on providing support to students.

The Advisory Committee provides a forum for Career Exploration Program concerns in a larger body than H.S.C. staff. Efforts will be made to continue the involvement of current members for the second year of the program.

Advisory Committee reports and meeting notes follow.

CAREER EXPLORATION PROGRAM

High School in the Community
45 Nash Street, New Haven, Ct. 06511
(203) 787-8635

October 2, 1979

Advisory Committee Meeting Notes
September 19, 1979

Present: Donald Grava, Barbara Greenwood, John Huston, Charlotte Hylton, Edward Linehan, Julie Marshall and Gail Staggers
Not in Attendance: Saul Dulberg, Zannette Moore

1. Introductions: Members of the Advisory Committee introduced themselves and were introduced to project staff and the school facilitator.

2. In-School Course: Gail Staggers, teacher of the in-school career exploration course gave an oral report on the progress of the students who have begun in the program. Students have been presented with materials covering the career clusters, instructed in the use of career information resources, taken aptitude and interest tests and done other work in self-assessment and values clarification. A lot of attention is being given to the development of group pride among the students in the program. Speakers from two of the sites have also spoken to the class.

3. Site Development Progress: Charlotte Hylton, Site Developer for the project, presented a written report on sites developed. (A copy of the report is enclosed for the members of the Advisory Committee who were unable to attend.) Questions were raised by members about any problems encountered. Charlotte reported that there have been very few refusals , and that those seem to come from companies already involved in other programs. Suggestions were made for future contacts with places such as Yale University with emphasis on its special resources (Peabody Museum and Art Gallery), the Advocate Press, the Connecticut Agricultural station, and Merrill Lynch Pierce Fenner & Smith.

4. Advisory Committee Interests: The committee began identifying the areas in which they would like to become involved in the project. Members expressed an interest in meeting the students in the program, both before and after placement. They also said that they would like to visit some of the sites. Members said that at this point they would like to do public relations for the program on an informal, word-of-mouth basis, and they would report back on possible contacts.

5. Reception: Project staff and Advisory Committee members discussed the organization of a reception for participating businesses and agencies. We decided to request the use of the community room at Malley's for an afternoon reception to which participant businesseses, students and parents would be invited. Students in the program will be asked to prepare some of the refreshments. Staff and parents will also be asked to help. The reception will be arranged for the end of October if possible.

6. The committee postponed the selection of a chairperson until the next meeting.

The next meeting of the Advisory Committee will be on Wednesday, October 17th, at 3:15 P.M. in the High School in the Community Cafeteria.

Barbara Greenwood

New Haven Public Schools

CAREER EXPLORATION PROGRAM

High School in the Community
45 Nash Street, New Haven, Ct. 06511
(203) 787-8635

October 25, 1979

Advisory Committee Meeting Notes
October 17, 1979

Present: Saul Dulberg, Don Grava, Charlotte Hylton, Julie Marshall, Dee Speese, Gail Staggers, and Barbara Greenwood

Not in Attendance: John Huston, Zannette Moore

1. Site Development Progress: Two new sites have been added to our program, the Holiday Inn/Downtown, and the New Haven Terminal. The Holiday Inn was developed on a lead from committee member John Huston, and promises to be an exciting site. The New Haven Terminal also offers a wide variety of occupations, and is at this point our only site in the Marine Science Cluster. Julie Marshall suggested that for those occupations for which no exploratory site is available, the occupation be introduced by speakers, field trips or other means. Saul Dulberg offered to assist in finding out more about the Explorer's Program in Law Enforcement Careers. The difficulty in obtaining sites at utility companies, United Illuminating in particular, was discussed. Saul Dulberg said that the Connecticut Career Education Task Force discussed public utilities at length, and that Robert Andrews of Northeast Utilities, Berlin, might be able to help in getting U.I. involvement for the future.

   (Charlotte presented a Site Guide Cata log which is being used by students in selecting their placments. Copies will be enclosed for committee members not present.)

2. In-School Course Progress : Students seem to be impatient for the "heart" of their participation in the program, the actual placement. Material and activities relevant to sex-stereotyping, role-playing job interviews are among recent classroom actvities. Julie Marshall said that the value of the students'life experiences as work related experiences should be stressed to the students, who may not be aware of all the qualities and strenghts thes experiences have given them. Supportive comments were made to Gail about the difficulty of her task as the in-school teacher.

3. Committee Chairperson : Since out last meeting John Huston had expressed an interest in serving as chairperson. The committee unanimously voted him into service. Comments were made about the knowledge John has of the New Haven business community that in addition to his other skills made him an asset to the committee.

4. Reception : The community room at Malley's was unavailable because it is being used for Christmas Toyland. Malley's offered use of their staff training room as an alternative, but Charlotte, after visiting the room, recommended not using it. Barbara and Charlotte suggested using the HSC cafeteria as a way of letting participating business become aware of the students' home base while we thank them for their willingness to participate.

4. (continued) Several advisory committe members felt that, because of HSC's physical appearance, especially the exterior, that at this time it would be essential to hold the reception in a more impressive location. Charlotte will look into other possible places. November 8, between the hours of 4-6 P.M. is the targeted date. The Advisory Committee agreed to act as official hosts for the occasion, with John Huston to make a welcoming address.

5. Advisory Committee members asked to be informed of site visitations going on with students interested in placments.

6. Publcity/Public Relations - Julie Marshall will be contacting Angela Chatman of the New Haven Register to propose coverage of our reception and a feature article on the program. Dan Grava will submit an article about the CEP program to the Superintendents Bulletin, the school system newsletter. Dee Speese will put an article about the CEP program into a future ACES newsletter. Sual Dulberg will contact Dr. Rausch of CVAC about the possibility of an article about CEP for their newsletter.

7. The next meeting of the Advisory Committee will on December 6, (Thursday) at 3:15 P.M. in the High School in the Community Cafeteria. No meeting was scheduled for November, but members will attend the reception on November 8th.

Barbara Greenwood

***** Good News: Mrs. Leland, General Manager of the Holiday Inn has offered to provide a space and refreshments for our reception.

Career Exploration Program
High School in the Community

45 Nash Street, New Haven, Ct. 06511
(203) 787-8635

REPORT TO THE CAREER EXPLORATION ADVISORY COMMITTEE:

December 6, 1979

Ten students are currently placed in six exploratory sites during second quarter, which began on November 13th and ends on January 25, 1980. They selected site placement during second quarter because there were no courses being offered that they were required to take at this time. The six sites are: the Edward Malley Co., Hill Health Center - laboratory, the Holiday Inn, the New Haven Central Hospital of Veterinary Medicine, Tweed New Haven Airport and Xerox Corporation.

The resource people at the placement locations are uniformly enthusiastic about the students who are placed with them. Students have been generally responsible about being punctual and about calling their sites when they were going to be absent. Each student has been absent from their placement at least once.

Three students are very enthusiastic about their placements, one each, at the Holiday Inn, the Hill Health Center and Xerox. The three students at Malley's have been very vocal in their complaints - they feel neglected and bored. The students now have definite assignments and responsibilities at Malley's, and will probably successfully complete their assignments. Two students may have to be withdrawn from their placements early as they are extremely upset about where they are placed or firmly believe the placement possibilities have been exhausted. There are nine placement days left for the first placements (Dec. 20, 1979).

It is possible that students participating in the program require more consistent supervision than one site visit per week and one three-hour in-school day. If it can be arranged, students should spend at least an hour a day in school before going to their sites. It seems that the present arrangement makes students feel isolated. There is a possible advantage in having students function as independently as possible. It is worthy of our discussion.

In the future, (3rd. quarter), I would suggest that students select three sites and spend two to three weeks at each of them. It would also provide an escape valve when placement situations are unsatisfactory and/or unsuccessful. More agencies and businesses might be willing to participate if the placement periods were shorter. In any case, three placement choices would provide everyone concerned with more flexibility.

Respectfully submitted,
Charlotte H. Hylton

New Haven Public Schools

Career Exploration Program
High School in the Community
45 Nash Street, New Haven, Ct. 06511
(203) 787-8635

MEETING NOTES ADVISORY COMMITTEE MEETING DECEMBER 6, 1979

In attendance : Donald Grava, Barbara Greenwood, Charlotte Hylton,
Julie Marshall and Dee Speese
Not in Attendance: Saul Dulberg, John Houston, and Zannette Moore

1. Placements, In-Progress : Charlotte Hylton, Site Developer presented enclosed report and answered questions. Most discussion centered on sites where students are expressing discontent or difficulty about their placements. Problems such as limited attention from resource person, down time, and,at one site, the lack of hands-on experiences available, have been raised by students. The reports from the placement personnel about students have been favorable, except that some wish the students were more aggressive in questioning what they are observing.

Advisory Committee members spent a great deal of time discussing the affective experiences of the students, who are also expressing, in direct and indirect ways, their responses to being in new situations. The fact that for most of participating resource people the role they are playing is also new was discussed as well.

2. Site Visits : Each of the Advisory Committee members present expressed interest in visiting sites. A schedule was arranged.

3, Publicity and Dissemination : The article covering the beginning of the program placements appeared in the New Haven Register. There will be additional articles on the program and the school to appear in the near future. An article has been submitted to the Superintendents Bulletin and the ACES Newsletter by committee members Don Grava and Dee Speese.

4. Midyear Report : Members of the Advisory Committee are interested in reviewing the draft of the midyear report before it is submitted. Copies will be sent when it is prepared.

5. Future Work : The committee is interested in having an extended meeting to discuss "futures" --- ideas for revisions of the program. We will be beginning early, at 2:30, on Wednesday, January, 16th.

Career Exploration Program
High School in the Community
45 Nash Street, New Haven, Ct. 06511
(203) 787-8635

MEETING NOTES ADVISORY COMMITTEE MEETING JANUARY 16, 1980

In attendance: Saul Duhlberg, Donald Grava, Barbara Greenwood, Charlotte Hylton
Not in attendance: John Houston, Zannette Moore, Dee Speese, Julie Marshall

1. Review of Mid-Year Report : The mid-year report, prepared by Barbara Greenwood, was presented to committee members in attendance. Although project staff had hoped to share the report with committee members before it was sent to our project officer in Hartford, this was impossible to do because report guideleines were received during Christmas recess, and the report was due shortly after. Saul noted that because Dr. Haddad had moved to another position, some delay was to be expected. Committee members spent some time discussing the general progress of the program and expressed an interest in being involved in future reports.

2. Discussion of "Future" : Because several (the majority) of our committee members were not able to attend, discussion of program revision was postponed to another meeting. It was decided to arrange the next meeting for early May, when the major portion of placements will be completed.

Career Exploration Program
High School in the Community
45 Nash Street, New Haven, Ct. 06511
(203) 787-8635

MEETING NOTES ADVISORY COMMITTEE MEETING MAY 7,1980

In attendance: Don Grava, John Houston, Zannette Moore, Charlotte Hylton, Barbara Greensood
Not in Attendance: Saul Dulberg, Julie Marshall, Dee Speese

1. Report of the Site Developer: Charlotte Hylton presented her report on the progress of student placements, post-placements interviews and securing of sites for next year. Again, students generally received positive evaluations for their placements, and participating businesses and agencies are beginning to make committments for their involvement in next years' program. Advisory committee members made suggestions for additional potential sites, including IBM, which has a good record of opening its facilities to New Haven students. Don Grava also suggested contacting the Veterans' Hospital, which has expressed an interest in having students. Zannette Moore plans to facilitate the involvement of Yale-New Haven Hospital in the CEP program next year.

2. Planning for Next Year: In addition to suggesting potential sites for next year, advisory committee members made programmatic suggestions for increasing employer involvement and interaction with students and the school. Suggestions included a group orientation for employers, a career fair of participating businesses in the school and increasing the number of pre-placement field trips for students. Advisory committee members differed in their assessments of the importance of increasing employers' awareness of the students "home base" as compared to increasing concentration on preparing students more deeply for their contacts with the "real world." Suggestions for better preparing students included work on the vocabulary of the work site, and additional preparation in communication skills. These suggestions will be considered in planning for next year.

year has begun. We will be preparing dissemination materials, and contacting students for 80-81 participation in CEP during the spring and early summer.

Respectfully submitted,

Charlotte H. Hylton

Charlotte H. Hylton

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Career Exploration Program
High School in the Community
45 Nash Street, New Haven, Ct. 06511
(203) 787-8635

REPORT TO THE ADVISORY COMMITTEE: May 7, 1980

Third quarter placements began during the week of January 30, 1980. Eight students were placed at the following locations: the Holiday Inn, the Edward Malley Co., WKCI-FM Stereo, the New Haven Department of Fire Service, Area Cooperative Educational Services (ACES) Village School, North Haven and the ACES Hamden New Haven Coop School for Emotionally Disturbed, Learning Disabled and Physically Handicapped Children, the West Rock Nature Center and the Planned Parenthood League of Connecticut.

Five of the eight students placed completed two placements each. Three of the eight students did not enter their second placement, each due to personal reasons. Six of the students received excellent evaluations. Two student evaluations were down graded due to their less than responsible work while on site.

On April 7, 1980 the Career Ability Placement Survey was readministered to twelve students (post test). The aptitude profiles of all twelve students improved, particularly in the areas of word knowledge and mathemeatics.

For the past few weeks, Barbara and I have been administering the post placement interview to students who participated in the Career Exploration Program. The post placement interview asks for the student's assessment of the work environment, advancement possibilities and the projections of employment for the careers they explored. The post placement interview also asks students to assess whether their confidence level has risen since their participation in CEP.

Two students will be placed during the final segment of 4th quarter.

Thank you letters have been sent to all of the businesses and agenices that participated. Businesses and agencies were asked for criticisms/suggestions for improvement, and the invitation to participate again next year.

The CEP committee is now engaged in writing the final report and the refunding grant proposal. At the same time, preliminary work on securing new sites for the CEP for the 1980-81 school

B. Sample Exploration Site Curriculum Guide

CAREER EXPLORATION PROGRAM
CURRICULUM GUIDE
ST. RAPHAEL'S HOSPITAL

Student's Name______________________________

66

INTRODUCTION

Your Curriculum Guide contains important information about the experiences and opportunities for learning that you will have at at this site. It includes instructions for what to do in case difficulties arise. It also contains daily questions for you to answer which will help you use your placement for your own learning. You will be learning by talking with and listening to people at work, by observing and analyzing what you see being done, and by actually having the chance to do some of the work.

Be sure to look over the questions before you begin your placement so that you can be prepared to answer them. Your weekly schedule will be :

Monday - Thursday : Career Exploration Site
Friday : High School in the Community 9:00 - 12:00

SITE: ST. RAPHAEL'S HOSPITAL PHONE: 789-3208 or 789 - 3149

ADDRESS: 1450 CHAPEL STREET (Food service is located in the basement of the Verdi building - contact receptionist for escort to basement on the first day)

GENERAL SUPERVISOR: Mrs. Ethel Hall

HOURS: 8:00 a.m. - 11:00 a.m. or 8:00 a.m. - 12:00 p.m.

REMEMBER:

(1) DRESS APPROPRIATELY. Dress up for orientation and then ask what clothes are appropriate for each part of your placement. In the Dietetics Department where you will work, uniforms can be purchased second hand for 50 cents. In general, closed shoes are required, no sneakers are allowed, stockings are required for girls and hairnets for long hair.

(2) BE ON TIME. Sign in or report to your supervisor when you arrive each day. In addition, record your time on the sheet included in this guide.

(3) LATENESS OR ABSENCE. Call your supervisor before 9:15 if you are going to be late or absent. Then call H.S.C. Be prepared to politely explain your problem.

(4) REMEMBER WHY YOU ARE THERE. Be observant and ask questions.

(5) PROBLEMS. If a problem comes up, think before you act or speak. If you cannot work out the problem with your supervisor, then call Charlotte or Barbara for help.

High School in the Community Phone: 787-8635
or787-8636

ORIENTATION: The orientation activities on the first day may include a discussion of the basic rules and regulations of the Dietetics Department, a description of the scope of the work, a tour of the workplace and an introduction to staff. You also might receive some books, pamphlets or written directives to begin reading.

ST. RAPHAEL'S HOSPITAL
Dietetics Department
Cluster - Health, Home Economics and
Consumer Education
Multi - career placement

CONTACT PERSON: Mrs. Ethel Hall
Head Dietician
PHONE: 789-3208

ADDRESS: 1450 Chapel Street
New Haven, Connecticut 06511
Basement of Verdi Building (the new one)

DESCRIPTION OF PLACEMENTS: This placement is very comprehensive and includes general training in all aspects of food service for the maintenance and reestablishment of health. St. Raphael's prepares food for patients, for the cafeteria, and for the Convent and Rectory. Students within this placement will be involved in cold food preparation, hot food preparation, in composing, compiling and delivering menus. General requirements such as punctuality, and regular attendance will be emphasized.

SPECIAL REQUIREMENTS: A food service laboratory examination. Uniforms will be required (they can be purchased used very inexpensively-see Charlotte for information about uniforms). Closed shoes -no sneakers. Hairnets for long hair.

READ SITE GUIDE FOR DETAILS.

ACTIVITY: SALAD AND COLD FOOD PREPARATION

(1) OBSERVATION:

You will observe the processes and work involved in the preparation of salads and cold foods. Ask questions about things that you do not understand. Try not to interfere with the work process.

(2) PARTICIPATION:

You will be involved, under close supervision, in the preparation of salads and cold foods. Activities will include: cutting, weighing, arranging, sorting, etc. You will learn about the nutritional bases for particular food combinations in this area.

USE THE SPACE BELOW TO LIST ANY SPECIAL RULES OR REQUIREMENTS FOR OBSERVATION AND PARTICIPATION IN THIS AREA. PLEASE INCLUDE ANY DRESS, TIME OR READING REQUIREMENTS.

ASSIGNMENTS

Assignments will be checked on Friday when you return to HSC. If the questions for a particular day do not correspond to the activities that you engaged in, then hold off answering them until they are relevant.

FIRST DAY

(1) List as many tasks, as you can, that you observed today. (at least 20!)

(2) Write a short paragraph describing the work that you observed. (What was done and how was it done.)

(3) Write a short paragraph describing your impressions of the site. (busy, quiet, organized, formal, informal. etc.)

(4) Describe how you felt.

SECOND DAY

(1) List the skills that are necessary to perform the tasks that you observed.

(2) What knowledge or training is necessary to perform these tasks well?

(3) Describe, in detail, what you did at your placement today.

THIRD DAY

(1) Under each heading below, list the parts of the job that you observed for which each skill is used. When you are done, star (*) the skills that are most important.

Communications

reading skills	writing skills	speaking skills	listening skills

Mathematics

basic math (addition, subtraction, multiplication, division)	more advanced math

(2) What working conditions of this job are new or unusual to you? Think about hours, environment, and the demands of the job.

(3) List any materials that you have been assigned to read. Include both background materials and employee manuals.

FOURTH DAY

(1) Summarize what happens on a typical day in the job(s) that you observed this week.

(2) In your opinion, what is the importance of the work that you observed in the total operation of the business or institution.

(3) Make a list of the guidelines or rules for doing a good job in the areas that you observed this week. You should include any written guidelines provided by your supervisor.

FIFTH DAY - BACK AT HSC

(1) Be prepared to make an oral report about your experiences during the week.

(2) Try to match your skills, aptitudes and goals with the jobs that you observed this week by answering the following questions:

(a) How do the requirements of the jobs I observed match my aptitudes?

(b) How do the skills required for this job match my current mathematics and communication (reading, writing and speaking) skills?

(c) How does this job match my life style (hours, pay, dress,...)?

(d) Would I feel good about doing this job? Why?

(e) How could I prepare myself for this job(s) over the next two years?

(f) Did the jobs I observed give me ideas about other careers? Which ones?

(3) If you were the supervisor of the work place that you observed, then what changes would you make? Why?

CAREER EXPLORATION PROGRAM

DESCRIPTION: This exercise will help you gather information on the training and/or education requirements of the occupations you are exploring. You can do the activity for each career you explore within a site placement. Just fill in the answers to the questions below:

Site Placement: ____________________ CAREER OBSERVED: ____________________

NAME OF RESOURCE PERSON: ____

Fill in the blanks below which relate to the general education requirements of your Resource Person's occupation -- the occupation you are exploring.

1. Education level required to perform your Resource Person's job (for example, high school diploma, associate degree, bachelor's, master's or doctorate):

____

2. Five school courses necessary for this occupation:

   1. ____________________ 4. ____________________
   2. ____________________ 5. ____________________
   3. ____________________

3. Closest school or college where you could take these courses: ____________________

____

Fill in the blanks below which relate to specialized preparation requirements of your Resource Person's occupation -- the occupation you are exploring.

4. Specialized preparation required for your Resource Person's occupation:

____

5. Three best places to get this specialized preparation:

   1. ____________________ 3. ____________________
   2. ____________________

6. Apprenticeship or on-the-job training (OJT) available at this site:

____

____

____

7. If you wanted to get the training and education needed for this job, do you feel you have enough ...

	YES	NO
1. general learning ability?	____	____
2. general academic background?	____	____
3. interest in courses required?	____	____
4. financial resources?	____	____

CAREER EXPLORATION PROGRAM

DESCRIPTION: Fill in the answers to the questions below.

SITE PLACEMENT: ____

1. With his/her present skills, training, and education, what other occupations could your Resource Person pursue?

____

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____

2. Can you and your Resource Person foresee a time when his/her present occupation will be phased out, or demand more training and/or education? Explain your answer.

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3. In preparing for your Resource Person's job, for what other present or future occupations would you also be preparing?

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4. Compared to your Resoure Person's training and/or education, how would you alter your preparation for his/her job to make yourself eligible for the other present and future jobs you mentioned in the last question?

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NAME: ______________________ DATE: ______________________

ACTIVITY: SPECIAL DIETS

(1) OBSERVATION:

Many patients at the hospital require special diets. Knowledge of patients' medical problems is extremely important in this area. The issues in this observation go beyond basic nutrition.

(2) Participation

You will assist in heading menus, delivering menus, collecting menus, delivery of menus to kitchen, deleting and adding orders, filing and taking messages.

USE THE SPACE BELOW TO LIST ANY SPECIAL RULES OR REQUIREMENTS FOR OBSERVATION AND PARTICIPATION IN THIS AREA. PLEASE INCLUDE ANY DRESS, TIME OR READING REQUIREMENTS.

ASSIGNMENTS

Assignments will be checked on Friday when you return to HSC. If the questions for a particular day do not correspond to the activities that you engaged in, then hold off answering them until they are relevant.

FIRST DAY

(1) List as many tasks, as you can, that you observed today. (at least 20!)

(2) Write a short paragraph describing the work that you observed. (What was done and how was it done.)

(3) Write a short paragraph describing your impressions of the site. (busy, quiet, organized, formal, informal. etc.)

(4) Describe how you felt.

SECOND DAY

(1) List the skills that are necessary to perform the tasks that you observed.

(2) What knowledge or training is necessary to perform these tasks well?

(3) Describe, in detail, what you did at your placement today.

THIRD DAY

(1) Under each heading below, list the parts of the job that you observed for which each skill is used. When you are done, star (*) the skills that are most important.

Communications

reading skills	writing skills	speaking skills	listening skills

Mathematics

basic math (addition, subtraction, multiplication, division)	more advanced math

(2) What working conditions of this job are new or unusual to you? Think about hours, environment, and the demands of the job.

(3) List any materials that you have been assigned to read. Include both background materials and employee manuals.

FOURTH DAY

(1) Summarize what happens on a typical day in the job(s) that you observed this week.

(2) In your opinion, what is the importance of the work that you observed in the total operation of the business or institution.

(3) Make a list of the guidelines or rules for doing a good job in the areas that you observed this week. You should include any written guidelines provided by your supervisor.

FIFTH DAY - BACK AT HSC

(1) Be prepared to make an oral report about your experiences during the week.

(2) Try to match your skills, aptitudes and goals with the jobs that you observed this week by answering the following questions:

(a) How do the requirements of the jobs I observed match my aptitudes?

(b) How do the skills required for this job match my current mathematics and communication (reading, writing and speaking) skills?

(c) How does this job match my life style (hours, pay, dress,...)?

(d) Would I feel good about doing this job? Why?

(e) How could I prepare myself for this job(s) over the next two years?

(f) Did the jobs I observed give me ideas about other careers? Which ones?

(3) If you were the supervisor of the work place that you observed, then what changes would you make? Why?

CAREER EXPLORATION PROGRAM

DESCRIPTION: This exercise will help you gather information on the training and/or education requirements of the occupations you are exploring. You can do the activity for each career you explore within a site placement. Just fill in the answers to the questions below:

Site Placement: ______________________ CAREER OBSERVED: ________________

NAME OF RESOURCE PERSON: ____

Fill in the blanks below which relate to the general education requirements of your Resource Person's occupation -- the occupation you are exploring.

1. Education level required to perform your Resource Person's job (for example, high school diploma, associate degree, bachelor's, master's or doctorate):

____

2. Five school courses necessary for this occupation:

   1. ______________________ 4. ______________________
   2. ______________________ 5. ______________________
   3. ______________________

3. Closest school or college where you could take these courses: ______________

____

Fill in the blanks below which relate to specialized preparation requirements of your Resource Person's occupation -- the occupation you are exploring.

4. Specialized preparation required for your Resource Person's occupation:

____

5. Three best places to get this specialized preparation:

   1. ______________________ 3. ______________________
   2. ______________________

6. Apprenticeship or on-the-job training (OJT) available at this site:

____

____

____

7. If you wanted to get the training and education needed for this job, do you feel you have enough ...

	YES	NO
1. general learning ability?	______	______
2. general academic background?	______	______
3. interest in courses required?	______	______
4. financial resources?	______	______

CAREER EXPLORATION PROGRAM

DESCRIPTION: Fill in the answers to the questions below.

SITE PLACEMENT: ______________________________

1. With his/her present skills, training, and education, what other occupations could your Resource Person pursue?

____

____

____

____

2. Can you and your Resource Person foresee a time when his/her present occupation will be phased out, or demand more training and/or education? Explain your answer.

____

____

____

____

3. In preparing for your Resource Person's job, for what other present or future occupations would you also be preparing?

____

____

____

____

4. Compared to your Resoure Person's training and/or education, how would you alter your preparation for his/her job to make yourself eligible for the other present and future jobs you mentioned in the last question?

____

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____

NAME: ______________________________ DATE: ______________________________

ACTIVITY: TRAY PREPARATION

(1) OBSERVATION:

Once the hot and cold foods are prepared, they must be put on trays according to the specific diets required by different patients. This is the final process in the delivery of food to patients in the hospital.

(2) PARTICIPATION:

Duties in this area may include: portion control, patient preferences, standards, delivery and clean-up.

USE THE SPACE BELOW TO LIST ANY SPECIAL RULES OR REQUIREMENTS FOR OBSERVATION AND PARTICIPATION IN THIS AREA. PLEASE INCLUDE ANY DRESS, TIME OR READING REQUIREMENTS.

ASSIGNMENTS

Assignments will be checked on Friday when you return to HSC. If the questions for a particular day do not correspond to the activities that you engaged in, then hold off answering them until they are relevant.

FIRST DAY

(1) List as many tasks, as you can, that you observed today. (at least 20!)

(2) Write a short paragraph describing the work that you observed. (What was done and how was it done.)

(3) Write a short paragraph describing your impressions of the site. (busy, quiet, organized, formal, informal. etc.)

(4) Describe how you felt.

SECOND DAY

(1) List the skills that are necessary to perform the tasks that you observed.

(2) What knowledge or training is necessary to perform these tasks well?

(3) Describe, in detail, what you did at your placement today.

THIRD DAY

(1) Under each heading below, list the parts of the job that you observed for which each skill is used. When you are done, star (*) the skills that are most important.

Communications

reading skills	writing skills	speaking skills	listening skills

Mathematics

basic math (addition, subtraction, multiplication, division)	more advanced math

(2) What working conditions of this job are new or unusual to you? Think about hours, environment, and the demands of the job.

(3) List any materials that you have been assigned to read. Include both background materials and employee manuals.

FOURTH DAY

(1) Summarize what happens on a typical day in the job(s) that you observed this week.

(2) In your opinion, what is the importance of the work that you observed in the total operation of the business or institution.

(3) Make a list of the guidelines or rules for doing a good job in the areas that you observed this week. You should include any written guidelines provided by your supervisor.

FIFTH DAY - BACK AT HSC

(1) Be prepared to make an oral report about your experiences during the week.

(2) Try to match your skills, aptitudes and goals with the jobs that you observed this week by answering the following questions:

(a) How do the requirements of the jobs I observed match my aptitudes?

(b) How do the skills required for this job match my current mathematics and communication (reading, writing and speaking) skills?

(c) How does this job match my life style (hours, pay, dress,...)?

(d) Would I feel good about doing this job? Why?

(e) How could I prepare myself for this job(s) over the next two years?

(f) Did the jobs I observed give me ideas about other careers? Which ones?

(3) If you were the supervisor of the work place that you observed, then what changes would you make? Why?

CAREER EXPLORATION PROGRAM

DESCRIPTION: This exercise will help you gather information on the training and/or education requirements of the occupations you are exploring. You can do the activity for each career you explore within a site placement. Just fill in the answers to the questions below:

Site Placement: ____________________ CAREER OBSERVED: ____________________

NAME OF RESOURCE PERSON: ____

Fill in the blanks below which relate to the general education requirements of your Resource Person's occupation -- the occupation you are exploring.

1. Education level required to perform your Resource Person's job (for example, high school diploma, associate degree, bachelor's, master's or doctorate):

____

2. Five school courses necessary for this occupation:

   1. ____________________ 4. ____________________
   2. ____________________ 5. ____________________
   3. ____________________

3. Closest school or college where you could take these courses: ____________________

____

Fill in the blanks below which relate to specialized preparation requirements of your Resource Person's occupation -- the occupation you are exploring.

4. Specialized preparation required for your Resource Person's occupation:

____

5. Three best places to get this specialized preparation:

   1. ____________________ 3. ____________________
   2. ____________________

6. Apprenticeship or on-the-job training (OJT) available at this site:

____

____

____

7. If you wanted to get the training and education needed for this job, do you feel you have enough ...

	YES	NO
1. general learning ability?	____	____
2. general academic background?	____	____
3. interest in courses required?	____	____
4. financial resources?	____	____

CAREER EXPLORATION PROGRAM

DESCRIPTION: Fill in the answers to the questions below.

SITE PLACEMENT: ____________________

1. With his/her present skills, training, and education, what other occupations could your Resource Person pursue?

____

____

____

____

2. Can you and your Resource Person foresee a time when his/her present occupation will be phased out, or demand more training and/or education? Explain your answer.

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3. In preparing for your Resource Person's job, for what other present or future occupations would you also be preparing?

____________________ ____________________

____________________ ____________________

____

____

4. Compared to your Resoure Person's training and/or education, how would you alter your preparation for his/her job to make yourself eligible for the other present and future jobs you mentioned in the last question?

____

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____

____

NAME: ____________________ **DATE:** ____________________

ACTIVITY: HOT FOOD PREPARATION

(1) OBSERVATION:

You will observe the cooks and cooks' assistants prepare foods. Pay careful attention to safety and sanitation rules.

(2) PARTICIPATION

You will assist, under close supervision, in the preparation of food for cooking. Activities might include: cutting, weighing, measuring, seasoning, etc.

USE THE SPACE BELOW TO LIST ANY SPECIAL RULES OR REQUIREMENTS FOR OBSERVATION AND PARTICIPATION IN THIS AREA. PLEASE INCLUDE ANY DRESS, TIME OR READING REQUIREMENTS.

ASSIGNMENTS

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(3) Write a short paragraph describing your impressions of the site. (busy, quiet, organized, formal, informal, etc.)

(4) Describe how you felt.

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(1) List the skills that are necessary to perform the tasks that you observed.

(2) What knowledge or training is necessary to perform these tasks well?

(3) Describe, in detail, what you did at your placement today.

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reading skills	writing skills	speaking skills	listening skills

Mathematics

basic math (addition, subtraction, multiplication, division)	more advanced math

(2) What working conditions of this job are new or unusual to you? Think about hours, environment, and the demands of the job.

(3) List any materials that you have been assigned to read. Include both background materials and employee manuals.

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(1) Summarize what happens on a typical day in the job(s) that you observed this week.

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(3) Make a list of the guidelines or rules for doing a good job in the areas that you observed this week. You should include any written guidelines provided by your supervisor.

FIFTH DAY - BACK AT HSC

(1) Be prepared to make an oral report about your experiences during the week.

(2) Try to match your skills, aptitudes and goals with the jobs that you observed this week by answering the following questions:

(a) How do the requirements of the jobs I observed match my aptitudes?

(b) How do the skills required for this job match my current mathematics and communication (reading, writing and speaking) skills?

(c) How does this job match my life style (hours, pay, dress,...)?

(d) Would I feel good about doing this job? Why?

(e) How could I prepare myself for this job(s) over the next two years?

(f) Did the jobs I observed give me ideas about other careers? Which ones?

(3) If you were the supervisor of the work place that you observed, then what changes would you make? Why?

CAREER EXPLORATION PROGRAM

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Site Placement: ______________________ CAREER OBSERVED: ______________________

NAME OF RESOURCE PERSON: ____

Fill in the blanks below which relate to the general education requirements of your Resource Person's occupation -- the occupation you are exploring.

1. **Education level required to perform your Resource Person's job (for example, high school diploma, associate degree, bachelor's, master's or doctorate):**

____

2. **Five school courses necessary for this occupation:**

1. ______________________ 4. ______________________

2. ______________________ 5. ______________________

3. ______________________

3. Closest school or college where you could take these courses: ______________________

____

Fill in the blanks below which relate to specialized preparation requirements of your Resource Person's occupation -- the occupation you are exploring.

4. Specialized preparation required for your Resource Person's occupation:

____

5. Three best places to get this specialized preparation:

1. ______________________ 3. ______________________

2. ______________________

6. Apprenticeship or on-the-job training (OJT) available at this site:

____

____

____

7. If you wanted to get the training and education needed for this job, do you feel you have enough ...

	YES	NO
1. general learning ability?	______	______
2. general academic background?	______	______
3. interest in courses required?	______	______
4. financial resources?	______	______

CAREER EXPLORATION PROGRAM

DESCRIPTION: Fill in the answers to the questions below.

SITE PLACEMENT: ______________________________

1. With his/her present skills, training, and education, what other occupations could your Resource Person pursue?

2. Can you and your Resource Person foresee a time when his/her present occupation will be phased out, or demand more training and/or education? Explain your answer.

3. In preparing for your Resource Person's job, for what other present or future occupations would you also be preparing?

4. Compared to your Resoure Person's training and/or education, how would you alter your preparation for his/her job to make yourself eligible for the other present and future jobs you mentioned in the last question?

NAME: ______________________________ DATE: ____________________

ACTIVITY: RECEIVING

(1) OBSERVATION:

You will observe the procedures involved in receiving and storing goods and supplies for the Dietetics Department.

(2) PARTICIPATION:

You will help check in goods and store them in their appropriate locations. You might also help to keep track of the use of food and supplies in the department (inventory).

USE THE SPACE BELOW TO LIST ANY SPECIAL RULES OR REQUIREMENTS FOR OBSERVATION AND PARTICIPATION IN THIS AREA. PLEASE INCLUDE ANY DRESS, TIME OR READING REQUIREMENTS.

ACTIVITY: ACCOUNTING

(1) OBSERVATION:

The accounting area covers the financial side of the Dietetics Department. Food and equipment cost money and the Dietetics Department must work within a budget. Your observations in this area will more concern finance than food handling.

(2) PARTICIPATION:

You will learn how to use and record purchase orders, dated receipts, and the computor.

USE THE SPACE BELOW TO LIST ANY SPECIAL RULES OR REQUIREMENTS FOR OBSERVATION AND PARTICIPATION IN THIS AREA. PLEASE INCLUDE ANY DRESS, TIME OR READING REQUIREMENTS.

ACTIVITY: PERSONNEL DEPARTMENT

(1) OBSERVATION:

In any place of employment, new workers must always be hired and trained as others resign or are dismissed. The Personnel Department is responsible for hiring new workers, keeping track of the quality of work of the staff and when necessary, dismissing unqualified workers. You will observe the details and process of personnel management for the Dietetics Department.

(2) PARTICIPATION:

You will assist in and learn about the use of time sheets, staffing, time cards, work schedules and pay.

USE THE SPACE BELWO TO LIST ANY SPECIAL RULES OR REQUIREMENTS FOR OBSERVATION AND PARTICIPATION IN THIS AREA. PLEASE INCLUDE ANY DRESS, TIME OR READING REQUIREMENTS.

CAREER EXPLORATION PROGRAM

DESCRIPTION: The questions on the left reflect different levels of workers' attitudes. First, list the title of your site placement at the top. Check the agree column if you agree that the question is true, check the disagree column if you believe the statement is false, check the ? column if you can not decide if the statement is true or false.

Site: ____________________

DIFFERENT LEVELS OF WORKERS' ATTITUDES

		JOB TITLE						
1. Most of the employees seem to get along well with each other.	AGREE							
	?							
	DISAGREE							
2. Most of the employees seem to be just "doing a job" and are not very enthusiastic about their work.	AGREE							
	?							
	DISAGREE							
3. Most of the employees like working at this particular site.	AGREE							
	?							
	DISAGREE							
4. Most employees seem truly happy with their jobs.	AGREE							
	?							
	DISAGREE							
5. Most employees seem to take pride in what they are doing.	AGREE							
	?							
	DISAGREE							
6. Most of the company supervisors seem friendly and helpful to their staff workers.	AGREE							
	?							
	DISAGREE							
7. The supervisors seem to be truly concerned about the workers.	AGREE							
	?							
	DISAGREE							
8. Most employees seem to help each other when a co-worker falls behind or gets in a tight spot.	AGREE							
	?							
	DISAGREE							
9. The employees rarely complain about their jobs.	AGREE							
	?							
	DISAGREE							
10. The company seems to be always watching the employees' job behavior.	AGREE							
	?							
	DISAGREE							

Site: ______________________

DIFFERENT LEVELS OF WORKERS' ATTITUDES
(Continued)

		JOB TITLE						
11. Most of the employees do not seem to be under a lot of pressure from the work.	AGREE							
	?							
	DISAGREE							
12. The employees seem willing to work overtime.	AGREE							
	?							
	DISAGREE							
13. Most of the employees seem to keep very busy.	AGREE							
	?							
	DISAGREE							
14. This generally seems like a pleasant place to work.	AGREE							
	?							
	DISAGREE							
15. Looking over my responses to the statements above, I think I could work in a situation like this.	AGREE							
	?							
	DISAGREE							

NAME: ______________________ DATE: ______________________

CAREER EXPLORATION PROGRAM
HIGH SCHOOL IN THE COMMUNITY
45 NASH STREET, NEW HAVEN, CONNECTICUT 06511
787-8635

STUDENT EVALUATION FORM

STUDENT ______________________________ WORK SITE ____________________

BRIEF DESCRIPTION OF EXPERIENCES: ______________________________

____

____

____

____

PERSONAL QUALITIES:

1. Reports to site on time
2. Is cooperative and industrious
3. Is friendly and courteous
4. Asks appropriate questions
5. Follows directions
6. Conscientious in fulfilling assignments
7. Work is neat and accurate
8. Exercises good judgment
9. Is willing to accept suggestions
10. Is accepted well by other employees
11. Is dependable

	EXCELLENT	GOOD	FAIR	POOR
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

SPECIAL COMMENTS: (Student's unique contributions, strengths or weaknesses, suggestions for improvement)

____

____

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____

____

____

ATTENDANCE: Please use the following code to indicate student attendance
P - Present; E - Excused absence; U - Unexcused absence; H - Holiday

	Monday	Tuesday	Wednesday	Thursday	Friday
Week of ____________					
Week of ____________					
Week of ____________					
Week of ____________					

(HSC GUIDANCE GROUP ____________) SIGNATURE OF RESOURCE PERSON ______________________ DATE ________

TIME SHEET

DATE	TIME IN	TIME OUT	DEPARTMENT OR JOB

C. Exploration Site Catalogue

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

Revised:

October 1979
January 1980
May 1980

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CAREER EXPLORATION PROGRAM

AREA COOPERATIVE EDUCATIONAL SERVICES
Village Street School
Hamden New Haven Coop

Cluster - Public Service / Education

Several career observations possible - teacher, social worker, speech pathologist, and physical therapist.

CONTACT PEOPLE:	Ronnie McKenzie	239-5656	North Haven
	Roberta Violette	281-0248	Hamden

ADDRESS: ACES - Village Street School
31 Temple Street
North Haven, Connecticut 06473

ACES - Hamden New Haven Coop
1450 Whitney Avenue
Hamden, Connecticut 06517

DESCRIPTION OF PLACEMENTS: ACES runs regional schools for emotionally disturbed, learning disabled, speech/ hearing impaired, autistic and physically handicapped children and adults from five to twenty years of age. Generally, ACES Hamden has children between the ages of 5 - 11 who are either learning disabled (LD) or emotionally disturbed (ED). ACES - Village Street, North Haven - handles children who may be emotionally disturbed, learning disabled, autistic or physically handicapped. The students served at Village Street are usually older than those in Hamden.

ACES classrooms have small groups 5-10 children with a certified Special Education teacher and one or two aides who are also often certified. In most cases, through the small group and behavior modification format most participants are being prepared to be mainstreamed back into a regular public school or into a sheltered workshop occupational setting.

EDUCATIONAL REQUIREMENTS: Special education requires four years of college with preparation courses in special education. Often a Masters degree is also required. The special education teacher is well organized, consistent, flexible person who is genuinely concerned about making sure that the special child is as well educated as possible.

A consistent, cooperative and helpful attitude is necessary for work with special children. The person going to ACES has to sincerely like children, be mature and strong.

Neat casual dress is appropriate. Smoking is restricted to special places and times.

CAREER EXPLORATION PROGRAM

CITY PLAN
Cluster - Industry/ Public Service
Two area placement - Drafting Department and Research

CONTACT PEOPLE:			
	Mr. Willis Foster	Drafting Dept.	787-6375
	Mr. Brian McGrath	Research Dept.	787-6368

ADDRESS: 157 Church Street, 9th floor
New Haven, Connecticut 06510

DESCRIPTION OF PLACEMENTS: The Drafting Office - drafts, designs, executes and reproduces city demographic and topographic maps of various sections/ areas/ projects within the City of New Haven. The drafting office also is responsible for drawing up the plans for renovation/ renewal projects (houses and small businesses). The Research Dept. collects the information used by other departments for planning.

EDUCATIONAL REQUIREMENTS: Drafting - graduate of technical school with expertise in drafting. Or the same course work at a two or four year college. The person begins the job as an apprentice. Requires good reading, writing and math preparation as the work requires correct and constant use of all of these skills.

A cooperative and helpful attitude is necessary for a successful placement at City Plan. The student must be willing to follow directions, take pains to be neat and admit when a mistake is made as the work must be accurate before it leaves the office.

Neat casual dress is appropriate. No smoking is allowed in the drafting office.

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

EDWARD MALLEY CO.
Cluster - Marketing and Distribution
Multi-career placement

CONTACT PERSON: Mrs. Corrigan
Director of Education
and Training

PHONE: 562-0111

ADDRESS: 2 Church Street
New Haven, Connecticut 06510
3rd. floor/ Administration &
Personnel Offices

DESCRIPTION OF PLACEMENTS: Students placed at the Edward Malley Co. will be trained and will observe in the Display Department, in the Receiving Department, in the Sales Department and some time may also be spent in the business office. Students will be given orientation along with Christmas part-time personnel.

Students will be required to fill out an application and to use time cards.

Hours for placement are between 10:00 a.m. - 3:00 p.m., because selling hours do not begin until 10:00 a.m.

SITE GUIDE IS NOT PREPARED YET. When it comes in read it for more details.

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

HILL HEALTH CENTER
Cluster - Health
Single career placement - Assistant to laboratory technicians

CONTACT PERSON: Sirlester Parker
Director of Medical Laboratory
PHONE: 432-4939

ADDRESS:
428 Columbus Avenue
New Haven, Connecticut 06519

DESCRIPTION OF PLACEMENT - Students in the laboratory will learn how specimens (blood and urine) are collected; how specimens are controlled, accessioned and processed; how tests are performed; what precautions are taken to protect against contamination; how reports are made; how records are kept, etc. Students will learn about the importance of confidentiality.

Students will be required to wear laboratory coats.

FOR MORE DETAILS READ THE SITE GUIDE.

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CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

HILL - WEST ROCK HEALTH CENTER
Cluster - Health
Single career placement - Assistant to the Assistant Director of Nursing

CONTACT PERSON: Ella Thomas
Asst. Director of Nursing

PHONE: 389-6544

ADDRESS: 34 Level Street, (near Wintergreen Avenue
at the beginning of Oriental Gardens Apts.)
New Haven, Connecticut 06515

DESCRIPTION OF PLACEMENTS: Student who wants this placement should also be interested in becoming a registered nurse. Student will learn how a small community comprehensive health care facility is organized and operated. Student will learn how to take temperatures, take blood pressure, how to talk to patients and how to interview patients.

SPECIAL NOTE: Student placed at Hill West Rock will have to be interviewed by the Personnel Board, 5-6 people. Student will be asked why they want to be placed at the Hill West Rock Health Center and what purpose they think the experience will be to them.

SITE GUIDE IS NOT YET COMPLETED. WHEN IT IS READ IT FOR DETAILS.

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

HOLIDAY INN
Cluster - Hospitality and Recreation
Multi-career placement

CONTACT PERSON: Mrs. Dorothy Leyland **PHONE:** 777-6221
General Manager

ADDRESS: 30 Whalley Avenue
New Haven, Connecticut
Near Broadway at the beginning of Whalley Avenue

DESCRIPTION OF PLACEMENTS: A student placed at the Holiday Inn will be able to observe and experience every department of a relatively large hotel. There is the front desk where people register for rooms and receive messages. The security department handles guest protection, building security and escorts cashiers to bank receipts. There is a restaurant which provides meals for guests and the public. There is a sales department which books registrations for conventions and parties. Houskeeping maintains the rooms. (A person cannot work in a hotel with a college degree without some experience in hotel work.)

THE SITE GUIDE HAS NOT YET BEEN PREPARED. WHEN IT IS READ FOR DETAILS.

CAREER EXPLORATION PROGRAM

NEW HAVEN DEPARTMENT OF FIRE SERVICES
Cluster - Public Service
One career placement - Firefighter
A dministrator - Director of Fire Community Relations

CONTACT PEOPLE: Lt. Earl Geyer 787-6232
Director of Community Relations

ADDRESS: 952 Grand Avenue
New Haven, Connecticut 06510

DESCRIPTION OF PLACEMENT: The Director of Community Relations is in charge of lecturing to school children and people confined to institutions about how to protect property against accumulating fire hazards. He also teaches people how to defend themselves in fire situations. The Director of Community Relations also sponsors public relations and media campaigns.

The Director of Community Relations is a trained fire fighter with extensive experience. The job requires extensive fire fighting experience and the ability to relate well.with various segments of the public and a very diverse age group.

REQUIREMENTS: The Director of Community Relations usually wears his uniform for public speaking engagements although he maintains the flexibility of wearing civilian dress. (A student working in this department is expected to dress neatly and appropriately for meeting the public.)

A potential firefighter must pass a written test and a physical agility test after completion of high school.

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

NEW HAVEN HOSPITAL OF VETERINARY MEDICINE
Cluster - Health
Multi- career placement

CONTACT PERSON: Mr. Mark Operman PHONE: 865-0879
Executive Director

ADDRESS: 843 State Street
New Haven, Connecticut 06511

DESCRIPTION OF PLACEMENT: The NEW HAVEN HOSPITAL OF VETERINARY MEDICINE is run very similiar to a small human hospital. It has an in-patient and an out-patient structure.

The in-patient department includes a medical wing, a surgical wing, an intensive care unit, an isolation facility and an emergency unit.

A student placed at this facility will function as if he or she were a volunteer. READ THE VOLUNTEER JOB DESCRIPTION FOR MORE DETAILS. Students will be placed to observe and work along with the Medical Nurse, the Surgical Nurse, with the Animal Handlers and the General Service volunteers, with the Laboratory and as a Receptionist.

Students are cautioned to observe the following regulations:

1. Students do not handle an animal without supervision
2. Students do not give animals medication or injections
3. Dispense drugs (do not)
4. Do not give out information on animals
5. Do not touch or handle laboratory equipment
6. Do not touch or work with any equipment without supervision
7. Do not hesitate to ask questions
8. Do not smoke - except in the lounge

READ THE SITE GUIDE FOR DETAILS.

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

PLANNED PARENTHOOD LEAGUE OF CONNECTICUT
Cluster - Health, Business and Office
Single career placement - Assistant to the Director of Public Affairs

CONTACT PERSON: Julie Marshall PHONE: 865-0595
Director of Public Affairs

ADDRESS: 129 Whitney Avenue
New Haven, Connecticut 06510
Near the corner of Bradley Street - towards downtown

DESCRIPTION OF PLACEMENT: Planned Parenthood League of Connecticut coordinates the activities of the Planned Parenthood offices throughout Connecticut. Planned Parenthood offices maintain clinics for contraceptives, family planning and sexual education. The Director of Public Affairs handles the political aspects of the work done by Planned Parenthood. A network of communication throughout the state is maintained. The Director of Public Affairs lobbys in the Connecticut legislature and in Washington, D.C. on issues concerning the rights of women to free choice. A person placed at Planned Parenthood should be mature, responsible and able to understand the concept of choice. The person will have to be able to maintain confidential information. The person will be an assistant and will be expected to learn while helping.

THE SITE GUIDE IS NOT YET PREPARED. WHEN IT IS READ FOR DETAILS.

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

SOUTHERN CONNECTICUT STATE COLLEGE
Cluster - Construction, Fine-Arts and Humanities, Public Service
Multi- career placement

CONTACT PERSON: Mr. James Barber
Director of Community Affairs
PHONE: 397-4301

ADDRESS: 501 Crescent Street
New Haven, Connecticut 06511
Engleman Hall/ Rotunda
2nd floor, rooms 261-265

DESCRIPTION OF PLACEMENTS - there are numerous placement possibilities at Southern Connecticut State College. A college is like a city in microcosm. Almost every career that exists in a city is also found on a college campus. Some of the placement possibilities are: graphics, photography, marine science, environmental science, duplicating, library science, building maintenance including plumbing and electrical repair.

PROCEDURE:- Students should know what they are interested in.
- A meeting will be arranged between the CEP site developer and the SCSC Resource person.
- Students will be screened by Resource Person.
- Placement will be arranged.

READ SITE GUIDE FOR DETAILS

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

TWEED NEW HAVEN AIRPORT
Cluster - Transportation
Multi-career placement

CONTACT PERSON: Mr. Edgar Shoonmaker
Asst. Airport Manager

PHONE: 787-8283

ADDRESS: Tweed New Haven Airport
Administration Building
Burr Street
New Haven, Connecticut 06512

DESCRIPTION OF PLACEMENTS: Students placed at the Airport will be placed at Tweed New Haven Airways which is the franchise for private airplane maintenance, charter flights and flight instruction. Students will spend a week in the tower learning about and observing Flight Control. Students will observe and participate in Aircraft maintenance, Airfield maintenance, Airport equipment maintenance and Flightline operations.

DRESS: Students are expected to be neat and well groomed. Dress will depend on where a student is placed at a particular time.

READ SITE GUIDE FOR DETAILS.

WAVZ - WKCI
Kops-Monahan Communications, Inc.
Cluster- Communications and Media
Multi-career placement

CONTACT PERSON: Peter Stone
General Manager

PHONE: 776-4012 or
777-4761

ADDRESS: 59 Quinnipiac Avenue
North Haven, Connecticut
Transportation - Quinnipiac Avenue bus runs every hour, 59 Quinnipiac Ave. is just before the intersection of Middletown Avenue.

DESCRIPTION OF PLACEMENTS: Students who go to WAVZ/WKCI will be able to observe the jobs done by the announcers, the engineer, the administrative assistant, and the work of the operations manager and program director.

PLACEMENTS DO NOT BEGIN UNTIL JANUARY BECAUSE THEY ARE MOVING.

READ SITE GUIDE FOR DETAILS.

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

WEST ROCK NATURE CENTER
Cluster - Natural Resources and Environment
Single Career Placement - Assistant to the Forest Ranger

CONTACT PERSON: Thomas Mason
Chief Forest Ranger
PHONE: 787-8016

ADDRESS: Wintergreen Avenue
New Haven, Connecticut

DESCRIPTION OF PLACEMENT - Students placed at the West Rock Nature Center can observe and assist the Caretakers, whose job it is to maintain the landscaping, clean the facility and facilitate erosion control. Students can assist the Zookeeper who feeds, and cares for the wildlife collection. Students can participate in Tour Guiding.

This placement can be participated in throughout the school year for credit as a Career Opportunities Placement.

FOR MORE DETAILS READ THE SITE GUIDE.

CAREER EXPLORATION PROGRAM

SITE GUIDE CATALOGUE

XEROX CORPORATION
Cluster(s) - Marketing and Distribution,
Skilled Technology
Multi-career placement

CONTACT PERSON: John Lenehan PHONE: 777-7207
Branch Manager Sales

DESCRIPTION OF PLACEMENTS - Xerox are manufacturers and distributors of copiers and electronics apparatus in the word processing industry. Xerox is international in scope with offices in Japan, Europe, Canada, South America and the United States. Xerox's business activities include: sales, service, administration, production, research and development.

A student placed at Xerox will travel with the Sales Representatives on sales demonstrations and customer service calls. (The Eastern Regional sales representatives want students to travel with them to New London, perhaps two full days a week. Let Charlotte know whether or not you can do this.) Students placed at Xerox can also travel with the Service Technicians who are responsible for the maintenance and upkeep of Xerox equipment. It may also be possible to be placed with a Customer Service Representative whose responsibility it is to train customers in the use and daily maintenance procedures on Xerox equipment.

DRESS: It is required for this placement that students be well-dressed. Suit preferred for young men, jacket, tie acceptable. Dress, skirt, blouse, or pantsuits for young women.

COMMENTS - The Xerox personnel are excited about participating in the Career Exploration Program. Although this placement involves observing with very little actual work experience the Xerox staff encourages questions and feedback.

READ SITE GUIDE FOR DETAILS.

D. Post-Placement Interview Instrument

CAREER EXPLORATION PROGRAM
POST PLACEMENT INTERVIEW

NAME ______________________________ DATE ____________________

PLACEMENTS: 1. ______________________________

2. ______________________________

3. ______________________________

1. Can you tell me which different occupations you observed at your first placement? Can you tell me about the entry requirements and working conditions for these occupations? Also, which of the factors on this sheet might have an effect on the employment outlook of those occupations?

DEFINITIONS: entry requirements - skills or training, education, needed to be considered for the job.

working conditions - salary, advancement opportunities, work environment, benefits, hours.

occupation	entry requirements	working conditions	factors affecting job outlook
1)			
2)			
3)			
4)			
5)			
6)			

COMMENTS OF INTERVIEWER:

2. Same as question 1; answer questions about second placement.

occupation	entry requirements	working conditions	factors affecting job outlook
1)			
2)			
3)			
4)			
5)			
6)			

COMMENTS BY INTERVIEWER:

3. Same as question 1; answer questions about third placement.

occupation	entry requirements	working conditions	factors affecting job outlook
1)			
2)			
3)			
4)			
5)			
6)			

COMMENTS BY INTERVIEWER

4. Have your placements made you feel more confident about:

	YES	NO
applying for jobs?		
dealing with the boss?		
knowing what different jobs are like?		
knowing which jobs or kinds of things you like to do?		

5. Has the CEP program helped you feel more confident about your future success as an employee?

6. a) Do you have a clearer idea now than in September, about what you want to do after high school?

b) Have you a more definite idea of what kinds of courses you need to prepare yourself in high school?

c) Do you have a better idea about the post-high school education needed to do jobs that interest you?

COMMENTS BY INTERVIEWER:

FACTORS AFFECTING JOB OUTLOOK

1. Inflation
2. Energy Crisis
3. New Technology
4. Increased Life Span
5. Unemployment
6. Shorter hours or work weeks
7. Job Training availability
8. Increasing need for skilled workers
9. Younger labor force
10. Discrimination (racial/sexual)

E. Exploration Site Student Evaluation Form

CAREER EXPLORATION PROGRAM
HIGH SCHOOL IN THE COMMUNITY
45 NASH STREET, NEW HAVEN, CONNECTICUT 06511
787-8635

STUDENT EVALUATION FORM

STUDENT________________________________ WORK SITE____________________

BRIEF DESCRIPTION OF EXPERIENCES:______________________________________

____

____

____

____

PERSONAL QUALITIES:

PERSONAL QUALITIES		EXCELLENT	GOOD	FAIR	POOR
1. Reports to site on time	1.				
2. Is cooperative and industrious	2.				
3. Is friendly and courteous	3.				
4. Asks appropriate questions	4.				
5. Follows directions	5.				
6. Conscientious in fulfilling assignments	6.				
7. Work is neat and accurate	7.				
8. Exercises good judgment	8.				
9. Is willing to accept suggestions	9.				
10. Is accepted well by other employees	10.				
11. Is dependable	11.				

SPECIAL COMMENTS: (Student's unique contributions, strengths or weaknesses, suggestions for improvement)

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ATTENDANCE: Please use the following code to indicate student attendance
P - Present; E - Excused absence; U - Unexcused absence; H - Holiday

	Monday	Tuesday	Wednesday	Thursday	Friday
Week of ____________					
Week of ____________					
Week of ____________					
Week of ____________					

(HSC GUIDANCE GROUP______________) SIGNATURE OF RESOURCE PERSON______________________ DATE__________